9

Ministry of Education

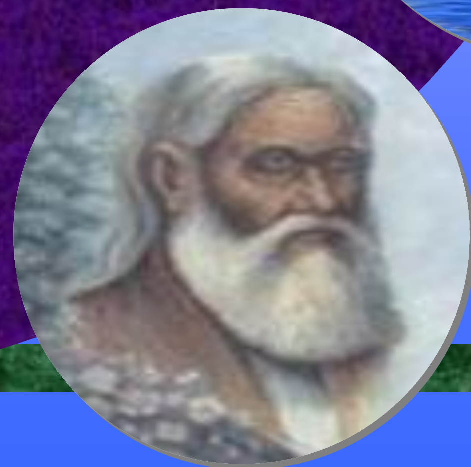




ENGLISH FOR AFGHANISTAN

Grade Nine





Year: 1398



ملي سرود

دا وطن افغانستان دى — دا عزت د هر افغان دى

کور د سولې کور د تورې — هر بچى يې قهرمان دى

دا وطن د ټولو کور دى — د بلوڅو د ازبکو

د پښتون او هزاره وو — د ترکمنو د تاجکو

ورسره عرب، گوجر دي — پامېريان، نورستانيان

براهوي دي، قزلباش دي — هم ايماق، هم پشه يان

دا هيواد به تل ځليږي — لکه لمر پر شنه آسمان

په سينه کې د آسيا به — لکه زړه وي جاويدان

نوم د حق مو دى رهبر — وايو الله اکبر وايو الله اکبر

بسم الله الرحمن الرحیم

Ministry of Education

English for Afghanistan

Student’s Book

Grade 9

Publication: 1398

Book Specifications

Subject: English for Afghanistan Student's Book

Authors: Group of Authors for English Department of Curriculum Dept.

Editors: Group of Language Editors

Grade: Nine

Text language: English

Distributer: Communication and public Awareness Directorate of MoE.

Publishing Year: 2019

Publishing Place: Kabul

Press:

Email Add.: curriculum@moe.gov.af

The message of
Minister of Education
"Read by the name of Allah"

We express our gratitude to Almighty Allah who bestowed upon us life and the ability to read and write and we send endless salutation to Hazrat Muhammad (PBUP) whose first divine message from Almighty Allah is "Read"!

As it is obvious, the year of 1397 was named as "Education Year". Therefore, Afghanistan education system will witness many fundamental quality changes in its different spheres. Teachers, students, curriculum/textbooks, schools, administrations and Parents' Councils are the six basic elements of Afghanistan education which play an important role in expanding and developing of education of a country. At such a fateful moment, the leadership and the entire family of Afghanistan Education is committed to create fundamental changes in the development and expansion of the current education system in Afghanistan.

Thus, reforming and developing of the educational curriculum is one the key priorities of Ministry of Education (MoE). In this regard, improvement in quality, content and the process of distributing of textbooks to schools, Madrasas, and all government and private educational centers is one of the topmost priorities of MoE. We believe that without having quality curriculum and textbooks, we will not be able to achieve the sustainable development goals with regard to education in our country.

To achieve the mentioned goals and an efficient education system, we kindly request our dedicated teachers and committed school administrators who are the educators of the future generation across the country to make endless efforts to support the active learning process using the textbooks and do their best to nurture the future generation to become informed and educated citizens who are critical thinkers and have the religious and national values. Teachers should begin their lessons every day with a sense of accountability and renewed commitment in order for their students to grow into civil, responsible and effective citizens, and serve as the architects of Afghanistan's future development.

Furthermore, I kindly request our motivated students who are the country's future valuable assets that they should not neglect the opportunities provided to them and respectfully utilize the teaching and learning process using the scientific curiosity and benefit immensely from the knowledge of their teachers.

Last but not least, I highly appreciate the endless efforts of educational experts, educationists, and technical partners in curriculum development that actively worked day and night to develop this textbook. I wish them success from Almighty Allah in their noble efforts.

I wish we achieve a well-developed education system of high standard and an Afghanistan with free, informed and prosperous citizens.

Dr. Mohammad Mirwais Balkhi
Minister of Education
Afghanistan

Introduction

Rationale for English Language

Studying English Language, as a very effective foreign language is crucial and essential for the people of Afghanistan because of many reasons:

a. It can enable learners to communicate with other people and acquire needed information.
b. It can help students and scholars to get knowledge about the daily life, culture, religion, politics, science and the technologies developed in English Language, and use the knowledge in the development of their country.
c. It can help the students and scholars to learn about the contributions of great writers, thinkers, scientists, poets, inventors and statesmen in the progress of the people's of this language.
d. It can help our learners understand international law, culture and consequently, improve international relations of Afghanistan with the nations of the world.
e. It can help our people to promote their business and strengthen the economy of the country.
f. It can help our religious scholars to communicate with the people of the world, comprehend their culture and the way of life, and disseminate the precious Islamic teachings and values. Consequently, promote mutual understanding and conviction.

Methods of the Course

"English for Afghanistan" is an English Course for the people of Afghanistan, to meet their needs. The course has been designed to promote English Language Learning through the following methods and techniques:

1. In the course, students are encouraged to talk first about themselves and their environments and then to broaden their horizons.
2. The course develops an awareness of the link between language, religion and culture.
3. The course provides students with the opportunity to acquire English language skills in an enjoyable and challenging way.
4. In the course, there is a consistent focus on learning English in order to develop practical and functional skills in which grammar is carefully considered.
5. The course provides enough time to students to master and acquire the lexicon and structures which are taught to them.
6. The skills of listening, speaking, reading and writing are developed gradually.
7. Maximum opportunities of interaction are provided for students.
8. Maximum use is made of pair and group activities where students undertake tasks collaboratively.
9. Moreover, revision and recycling are integrated into the course to facilitate and develop more learning skills.
10. This book of the course is consisting of (16) units. Each unit is divided into (4) forty-five minute lessons.

Table of Contents

Unit 1

Education

In this unit, you will learn how to:

- become a better student.
- Listen comprehensively to advice on becoming a better listener.
- use a dictionary.
- write a paragraph.

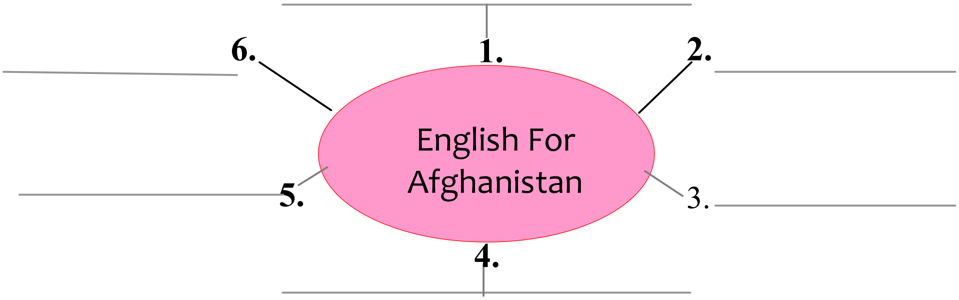


Unit 1 Lesson 1

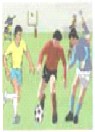
Discussion

A. How many Units are there in grade 8?

B. 1. Write the titles of six units in the web below. (use a pencil)



2. Match the titles above with the following pictures.

C. Copy the following sentences in your notebooks, and then mark true (T) or false (F). Correct the false ones.

a. There are 16 units in the grade 8. ☐ ____________________

b. Each unit has a section on writing. ☐ ____________________

c. Every unit has five lessons. ☐ ____________________

d. There is a discussion section in each unit. ☐ ____________________

e. There is new vocabulary in each unit. ☐ ____________________

f. There is a new grammar in lesson three. ☐ ____________________

g. There is a reading passage in lesson one. ☐ ____________________

h. There is a glossary at the end of the book. ☐ ____________________

Conversation

A. Pair work: Practice the following conversation with your partner.

Student 1: I'm enjoying my English classes.
Student 2: Oh really. That's good.
Student 1: But I'm still not a good reader. How can I improve?
Student 2: Before you read, look at the pictures and titles, and then ask questions from yourself about the reading.
Student 1: Then what?
Student 2: Read quickly to find the answers to your questions.
Student 1: But I can't read fast.
Student 2: Don't read each and every word; try to read two or three words at a time.
Student 1: That's a good idea.
Student 2: Don't forget to underline the key words and main ideas as you read. This will help you to summarize the text later.
Student 1: Thanks for the advice. I'm going to try.

B. If a friend needs advice, would you give it to him/her?

Grammar

A. Match the tenses with the sentences in the box below.

1.Modals	a. I'm enjoying my English classes.
2.Simple present	b. I did well in last year's exam.
3.Simple past	c. I can't read fast.
4.Present continuous	d. I ask myself questions before reading.

B. Complete the following paragraph with the correct form of the given verbs in brackets. Use Modals where necessary.

You have been learning English for five years now. Your success in learning this language (depend) on how often you use it.
You _______________ (improve) your English language skills at school.
You __________ (speak) to your friends in English. You________ (speak) Dari or Pashto in the English lessons. You__________also ________ (improve) your English at home.
You _________ (watch) English programs or you _________ (write) a diary. Reading, at least, one book or magazine a week,__________ (increase) your vocabulary. Don't let new words frighten you. Try to guess their meaning or__________ (look) them up in a dictionary.

C. In pairs: Take turns for asking and answering questions about ways to improve your spoken English as well as your handwriting and skills of using dictionary.

Reading

A. Answer the following questions before you read the skills of using dictionary.

1. Do you have a dictionary?
2. Have you used a dictionary before?
3. Why knowing of the alphabet is important while using a dictionary?

When you read, you can often guess the meanings of new words. Sometimes, however, you need to use a dictionary. In a dictionary an entry gives information about a word. The sample and the descriptions below explain the parts of an entry.



1. **Guide words** – guide words help you find the word you want to look at. There are two boldface guide words at the top of each page. The guide word on the right is the last boldface entry on that page.

Entry word – An entry word is the word that you look up in the dictionary. Entry words are printed in bold. They are listed in an alphabetical order. Words that begin with the same letter are put in an alphabetical order using the second letter. Words that have more than one syllable are divided into syllables by dots.

3. **Pronunciation** – The pronunciation shows how the word is said.
4. **Part of speech** – The part of speech of the entry word. For example, v, stands for verb.
5. **Definition** – This gives the meaning of the word.
6. **Sentence** – Sometimes sample sentences are given to show how the word is used or to clarify the meaning.

In addition to the above explanation about the use of the dictionary, you need to keep in mind that using a dictionary is a skill. The only way to learn how to use it is by actually using it.

B. After reading the sample entry, answer the questions below.

1. The entry word is ______________________________
2. What is an entry word? ______________________________

Vocabulary

A. Use a dictionary to find the following words.

plan – graph – organize – summarize – proofread – review - topic

i. **Use each word in a sentence.**

____

____

____

ii. In pairs: Compare your sentences.

Listening

A. Check the table: *(use a pencil)*
Are you a good listener? Listen to your teacher, while he/she reads the following sentences. Decide which will help you to become a better listener.

1. Keep comfortable eye contact.
2. Don't forget to underline the key words and main ideas of a text.
3. When you face to another person, don't sit or stand side ways.
4. Sit or stand on the same level to avoid looking up to or down on the speaker.
5. Look at the pictures and titles, and then ask yourself questions about that.
6. Be genuine when attention and interest are shown.
7. Don't talk a lot.
8. Be interested for more listening than talking.
9. Look at the person speaking to you.
10. Take an "open" position – a fairly relaxed posture, with arms and legs uncrossed.

Advice	st☐g	w☐k	Advice	st☐g	w☐k
1			6		
2			7		
3			8		
4			9		
5			10		

a. **In pairs: Compare your answers.**
b. **Listen to your teacher, while he/she is saying the correct answers. How many of your answers are correct.**

Conversation

A. In pairs: Practice the following conversation.

Student 1: I really need to improve my English.
Student 2: So do I. What're you going to do?
Student 1: I'm going to listen to some English programs and speak English more often.
Student 2: What else?
Student 1: I'm going to use graphic organizers to review new vocabulary.
Student 2: That sounds like a lot of hard work.

Grammar

Future with...	
Present continuous	**Be + going to**
What are you planning to do this year? **I'm planning** to work hard.	What **are** the students **going to do**? They'**re going to review** new vocabulary. They'**re going to use** a graphic organizer.

A. Complete the sentences in the following dialogue use the correct form of the verb.

A: What are you doing next Friday?
B: I __________ (study) for my history test on Saturday.
A: Too bad, I ____________ (have) a math test and I need your help. Can I come over on Wednesday?
B: I'm sorry. I ____________ (visit) my grandparents.
A: What about Thursday? ___________ you _________ (do) anything?
B: Actually, I __________ (help) my brother with his homework. Why don't you come on sunday?

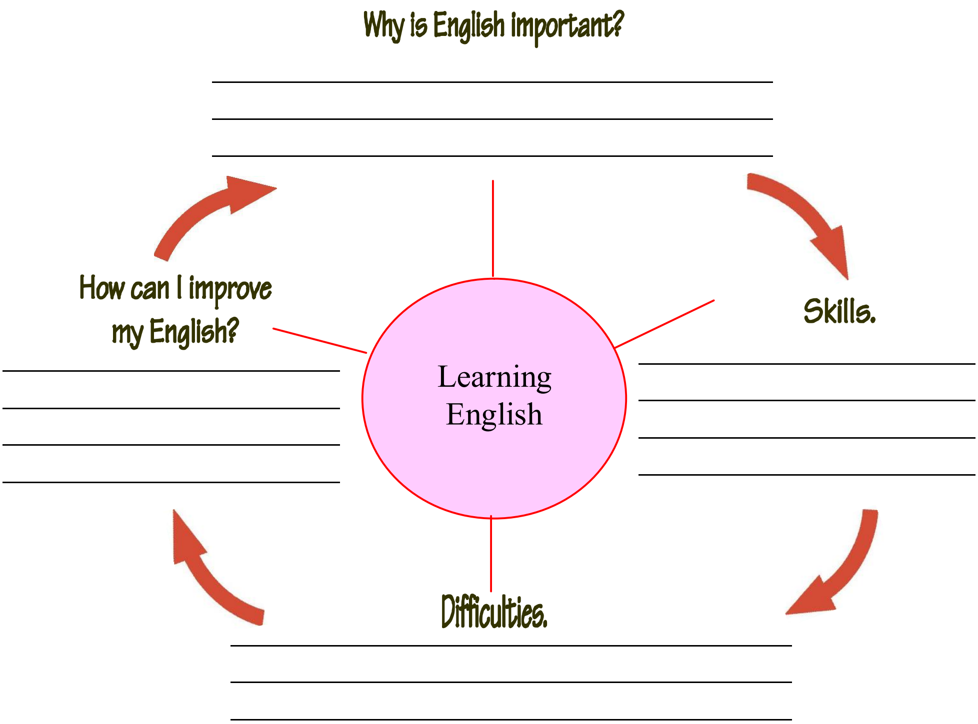
B. In pairs: Talk about how you plan to study for:

- daily quizzes.
- weekly test.
- mid term exam.
- final exams.

Writing

A. Write a paragraph about a better listener.

B. Complete the following web. Then, use the information to write a paragraph about ways to improve your English.



C. Review your paragraph for its mistakes and then give it to your partner to proofread it.

D. Rewrite your paragraph in your notebooks, correcting all the mistakes you have made.

Phonics

Long O

A. Listen to your teacher, while he/she is reading the following words, and then repeat after him/her.

Long **O** is also written as:

O + **e**	rose, bone, role, wrote
Oa	boat, toast, **oa**t, soak
Ow	flow, know, grow, bowl

B. 1. Listen to your teacher and repeat after him/her.

crow



o + e -oa -ow

road



o + e-oa -ow

bone



o + e - oa - ow

goal



o + e-oa - ow

cone



o + e -oa-ow

oak



o + e -oa -ow

rose



o + e - oa -ow

bow



o + e - oa -ow

C. Read the words next to the picture. Circle the word that matches the picture.



wide
boat
speed



house
phone
sick



rose
light
dress



glow
cup
toe



tie
hit
nose



house
speed
eight

Grammar Summary

Future with Present Continuous				
I	**am**	not	studying for the exam buying tickets	tomorrow.
He / She	**is**			next week.
We/ You/ They	**are**			next month.

Future with Be going to				
I	**am**	(not) **going to**	summarize the story write a letter proofread your paragraph	this evening.
He / She	**is**			tonight.
We/ You/ They	**are**			next week.

Questions	
Are you going to…………? Is he going to ……………? Are they going to…………?	Yes, I'm. No, he's not. Yes, they are.

A. Put the words in the right order.

1. are/ organize/ their/ The / students/ to/ going/ before writing/notebook.
   ____
2. is/ summarize/ lesson/ Salma/ the history/ to/ going.
   ____
3. main idea/ am/ underline/ I/ in each/ going/ to/ paragraph/ the.
   ____
4. study/ to/ are/ use/ graphic organizer/ We/ going/ geography/ to.
   ____
5. for mistakes/ proofread/ going/ paragraphs/ to/ are/ each other's/ We.
   ____

Speaking

In groups: Discuss your plan for Friday.

Writing

Write a paragraph in your notebook about how your classmates are going to improve their language skills.

Vocabulary

Nouns
Base
Section
Glossary
Passage
Speed
Skill
Vocabulary
Majority
Mistake
Review
Genuine
Attention
Position
Sound
History
Grandparent
Quiz
Mid term
Bone
Role
Toast
Oat
Soak
Cone
Oak
Bow
Glow
Pronunciation

Verbs

Summarize
Enjoy
Depend
Prepare
Remember
Organize
Proofread
Decide
Improve

Adjectives

Important
Comfortable

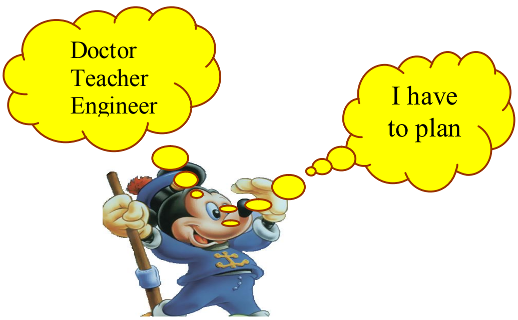
Adverbs
Fairly

Unit 2

Making plans

In this unit, you will learn

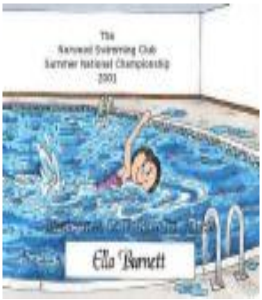
- how to make plans and talk about them.
- how to make suggestions.
- how to accept and refuse suggestions.
- how to fill questionnaire.
- how to write a note to a friend.



Discussion

B. Group work: Look at these pictures and discuss about them.

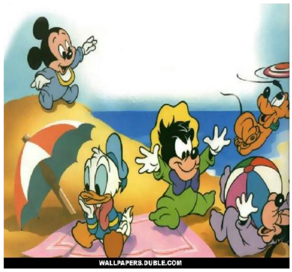




Saturday						
Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						







B. Pair work: Answer the following questions.

1. **What do people usually plan for?**
2. **Do you think people that make plan ahead are more successful?**

Conversation

A. Practice the following conversation with your partner.

Student A: Are you doing anything next weekend?
Student B: No, I'll probably stay home.
Student A: Would you like to go to the football final match? It will be here in Ghazi stadium.
Student B: Really! When?
Student A: Friday 02:00pm.
Student B: I'd love to go.
Student A: Great I'll pick you up at 01:00pm

B. Why is making plans important?

Grammar

Future with "will" (possible plans/ quick decisions)

What are you doing on Friday?	I'll probably stay home. I think I'll stay home.
When will we go to the match?	I'll pick you up at 02:30.

A. Complete the following dialogues using will.

1) A: Did you buy the ticket?
   B: Oh, I forgot. I ______________________________
2) A: The mobile is ringing.
   B: I ______________________________
3) A: Do you think, we ______________________ on time?
   B: I hope so. But it's very crowded.

B. Make sentences about your plans at the given times. Use think or probably.

What will you do ……………..

1. tonight? ______________________________
2. tomorrow morning? ______________________________
3. on the weekend? ______________________________
4. next week? ______________________________
5. next month? ______________________________
6. next year? ______________________________

Listening

A. Listen to your teacher, while he/she is reading the following sentences. And then repeat after him/her.

1) Ali will paint rooms, kitchen, corridor and bathroom.
2) Sadaf will clean the whole house.
3) Suhail will cut the grass.
4) Sara will decorate the house, and set the furniture.
5) Their mother will distribute all the housework.

B. You have planned to beautify your school. Write the name of your classmates next to each task, and complete sentences about your each friend.

Plans	Names
Paint benches and corridors.	Jamshid
Clean up.	
Water the flowers.	
Put up signs and posters in the school yard.	
Distribute work and follow up.	

Example: Jamshid will paint benches and corridors.

Vocabulary

A. Work in pairs.

Student A: Say a word from the following chart, e.g. night.

Student B: Say the opposite, e.g. day.

Some words in the list do not have an opposite!

Night	✓	winter		season		wet		northern	
dull		Moon		September		morning		dark	
evening		March		sun		hot		dry	
southern		day	✓	cold		summer		bright	

B. Think of a project. Write four sentences about some of the things you plan to do for your project. Use the following words.

abroad to study, a trip to the museum, career, future,
picnic, fishing, course, holiday, a walk in the old city

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______

Reading

A. Discuss these questions.

1. Do you plan ahead? Give examples.
2. Think of something you did without planning. What were the results?

B. Read the following story. What would you do if you were in Shabnam's situation?

SHOULD I CONTINUE MY EDUCATION?

Advice to Shabnam

My name is Shabnam and I have two good friends, Friba and Sheeba. Last year, Friba left school and got a job in a library. She puts books on shelves, I think. She has lots of money for clothes and CDs. She doesn't have homework in the evenings or at weekends, and she doesn't have to take any more exams. Now Sheeba is leaving school at the end of this year. She is going to get a job in an office. She will put paper in files or something and print out the e-mails. She will have lots of money, too. I never have any money for anything and I always have homework or exam revision, so should I leave school, too?

Husnia, Herat

I don't think you should leave school. I think you should go on to further education. Of course, you want to have money to buy things.

Obviously, you don't like doing homework in the evenings and at weekends, and very few people enjoy taking exams, but you should do homework and take examinations because they will help you in the future.

In Britain, research shows that higher qualifications are linked to higher earnings. The more qualifications you get, the more maney you earn. This research also shows that higher qualifications are linked to the chance of getting a job aquire more qualifications and you will get a job, most of the time.

Coming to the position of Friba and Sheeba, I don't think that Friba and Sheeba will be happy to put books on shelves all often the time and Sheeba will not be happy to put paper in files for the next 40 years. Qualifications often mean better and more interesting jobs. You cannot join a profession like health, education and the law without good qualifications. Go ahead to further education, get higher qualifications, and you will soon have money for clothes, and an interesting, well-paid job.

C. Answer the following questions:

1. What did Friba do last year?
2. What is Sheeba going to do this year?
3. Why is Sheeba going to leave her school?
4. How does Husnia give her advice?
5. If you have high qualification, will you find a good job?
6. What will help you in the future?

D. Read the following questionnaire. How would you react to the given situations? Choose the answers that best describe your situations.

Are you a planner?

1. You have an important school project. It's Sunday today and you have to give it on Wednesday morning.
   - **a.** You're planning to do it tonight. That I'll give you time to read it tomorrow night and give it in early on Wednesday.
   - **b.** You're going out tonight, and you're going to do it tomorrow night.
2. Your father gives you 20000 Afs.
   - **a.** You put the money in the bank to save for a new camera/ dress/ computer that you want to buy.
   - **b.** You buy a few CDs and some new clothes; invite a friend for a meal.
3. You're invited for lunch to your uncle's house. You know it'll take you at least thirty minutes to get there.
   - **a.** You allow 40 minutes for the drive so you won't be late.
   - **b.** You allow 25 minutes for the drive and hope you can make it on time.
4. It is the end of term. You have two weeks of holiday and your parents have made plans for a trip.
   - **a.** You start packing. You read tourist guidebooks.
   - **b.** You leave all preparations to the last minute.
5. Some one gives you an important message for your cousin.
   - **a.** You call him/her right away so that you don't forget.
   - **b.** You'll tell when you see him/her next week.

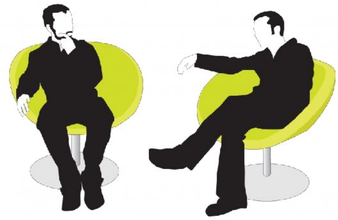
E. What nouns do the underlined pronouns refer to?

1) You have to hand it in. It means ______________________________
2) You call him/her right away. Him/her means ____________________

Conversation

A. Pair works: Practice the following conversation.

Student A: Do you have any plans for the winter?
Student B: No, Do you have any suggestions?
Student A: Why don't we take German language course together?
Student B: German language! I don't think I can. I have a bad pronunciation.
Student A: Let's take English then. It'll make your pronunciation better.
Student B: That sounds great. When do we sign up?



B. Do you use your time wisely during holidays? How?

Grammar

Making suggestions	Accepting	Refusing
Why don't we take a winter course? **Let's take** English. **How/ What about taking a** German course?	That's a good idea. I'd love to. Sounds great.	It's a great idea but …. I don't think I can …. I'm sorry, I can't because …

A. Complete the conversations.

1. Husnia: ________________________________ go for a picnic.
   Mehnaz: I ___________________________(Refuse, give and excuse)

2. Wahid: ______________________________ having a dinner party.
   Basit: ________________________________ (Accept)

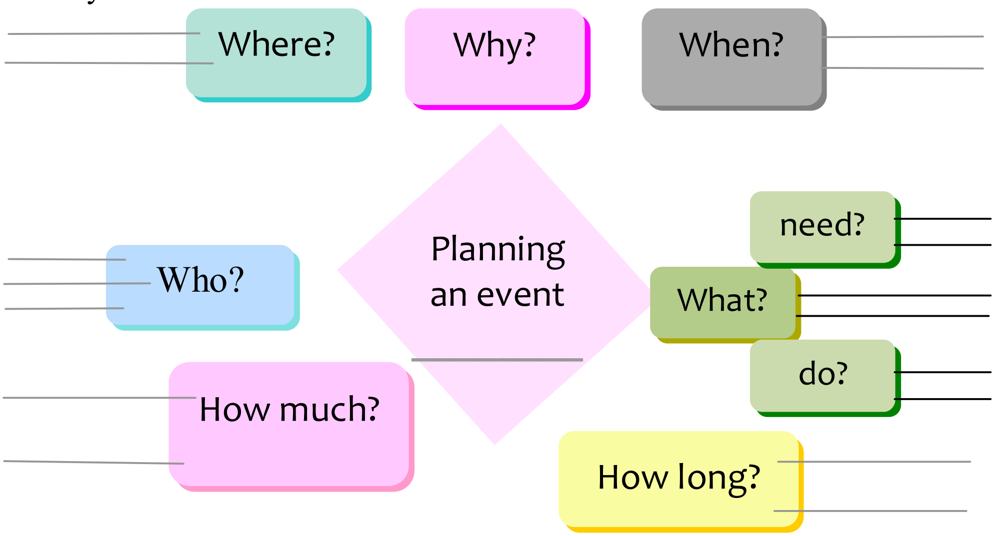
3. Hanif: ______________________________ take a German course.
   Zaid: __________________________(Refuse, give an excuse)

B. In pairs: Take turns to make four suggestions. Accept two of them, and then refuse two of them. Give reasons.

Writing

A. In Groups: Choose an event you'd like to plan e.g. graduation party – mother's day – teacher's day, etc…

Copy and complete the graphic organizer with the necessary information in your notebooks.



B. Use the information above to write a note in a piece of paper to your friend who is absent, telling him/her about your plans. Make a suggestion about what he/she can do.

Date:
Name: Time:

Signature

C. Complete this letter to Shabnam with a suitable preposition in each space. *(use pencil)*

I left school ________ the age ________ 16 because I never had any money ________ anything, and I didn't like doing homework ________ the evening and at weekends. I wanted to work ________ an International company, but no one replied ________ my letters, so now I have a job ________ three months in a library. I put books ________ shelves ________ the mornings and I clean the floors ________ the afternoons. I am looking ________ a better job, but I don't have any qualifications. Now I am sorry that I didn't go ________ to further education.

Unit 2 Lesson 4

Phonics

Long U

A. Listen to your teacher, while he/she is reading the following words, and then repeat after him/her.

Long **U** is also written as:

u+e	tube rule pure
oo	pool, cool, tool, root
ou	soup, group, troupe
ui	suit, fruit
ew	few, drew, new, sew

B. 1. Listen to your teacher and repeat after him/her.

Dune

u+o oo ew ui ou

Screw

u+o oo ew ui ou

Suit

u+o oo ew ui ou

Roots

u+o oo ew ui ou

Soup

u+o oo ew ui ou

Moon

u+o oo ew ui ou

Fruit

u+o oo ew ui ou

Dew

u+o oo ew ui ou

2. Listen to the words again. Circle the letters that stand for the vowel sound in each word you hear.

C. Read the words next to the picture. Circle the word that matches the picture.


cut
cool
view


Group
gut
boot


boat
but
food


toe
tune
cook


just
jam
juice


tub
tool
jewel

Grammar Summary

Future with 'will'		
I/He/She We/They/You	**Will** (not)	**perform** Hajj next year.
		buy a new car tomorrow.
		go to the pharmacy.

Suggestion			
Why don't we	take	a course	next months?
What about **How about**	taking		this summer?
Let's	take		next month/this summer.

Accepting	Refusing
That's a good idea. I'd love to. That sounds great	It's a great idea, but…… I don't think I can…….. I'd love to, but………… I'm sorry, I cant because …

Give two correct responses for each question.

1. Why don't you visit the museum tomorrow?

____(accept)

____ (refuse)

2. We're having friends for lunch on Tuesday.
How about joining us?

____ (accept)

____ (refuse)

3. Let's study for our history test together.

____(accept)

____ (refuse)

Listening

A. Your classmates will talk about their plans for summer vacation, listen to them carefully and complete the following table in your notebooks.

DECISIONS FOR SUMMER HOLIDAY

Name	Where to go	How to get	When will go	For how long	What to do
1					
2					
3					
4					
5					

B. Read your complete table and compare their plans, select the best decision and then make suggestions for them, whether they accept or refuse.

Speaking

Work in pairs. You have a birthday party next week. Take turns to make suggestions. Then, check your planner to accept or refuse.

Student A: If you participate in my birthday party that will be pleasure for us to enjoy the party.

Student B: That is a good idea. I'll join the party.
Or, that is great, but I have some work at home.

Vocabulary

Nouns

Suggestion
Questionnaire
Decision
Practice
Furniture
Sign
Project
Career
Picnic
Revision
Qualification
Profession
Meal
Lunch
Term
Packing
Preparation
Cousin
Excuse
Tube
Troupe
Tune
Gut

Verbs

Continue
Pick up
Decorate
Distribute
Dull
Result
Invite
Perform
Join
Participate
Practice

Adjective

Thirsty
Opposite

Adverbs

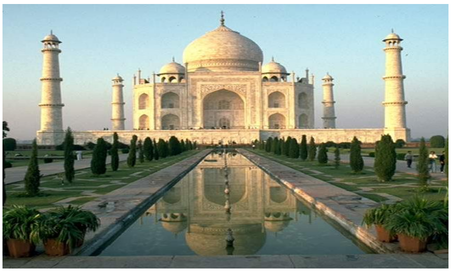
Probably
Obviously

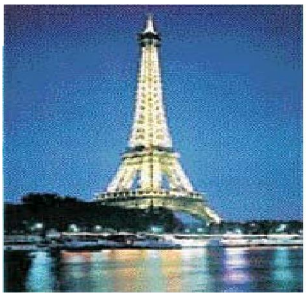
Unit 3

Visiting places

At the end of this unit, you will be able to:

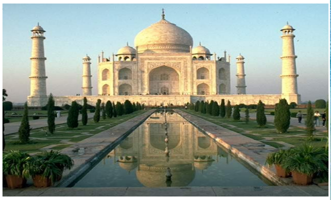
- describe situations and their possible consequences.
- talk about imaginary situations.
- talk about places and monuments.
- read comprehensively about a famous monument.
- write an e-mail.

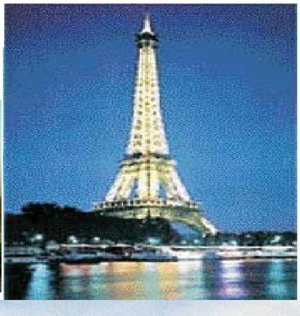




Unit 3 Lesson 1

Discssion









- **How many of these places do you know?**
- **Which countries are they in?**
- **Have you ever been to any of them?**

Conversation

A. Work in pairs. Practice the following conversation.



Student 1: How're you going to Mazar-e-Sharif?
Student 2: We'll probably go by car. My father likes to drive.
Student 1: If you go by car, it might take seven hours.
Student 2: I know. That's why my mother wants to take a flight.
Student 1: I believe, it's more interesting to go by car. I wish you a safe trip.
Student 2: Thanks. But promise you'll call me if you visit Mazar-e-Sharif.
Student 1: I will, for sure.

B. Do you give up doing things to please your family?

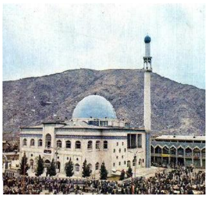
Grammar

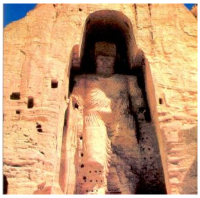
Conditional sentences with if clauses (first conditional)
If he buys a new car, he may drive to Kandahar.
If you go by car, you will probably be very tired.
If we go by plane, it will take an hour and a half.
If I visit Herat, I am going to see the mosque of Herat.

A. Complete these sentences with the correct form of the given verbs. Use will, may, going to where necessary.

1. If I arrive late, I ___________ (call) you.
2. If we go by bus, we ___________ (take) more luggages.
3. If it rains tomorrow, I _________ (come) to office.
4. If I like it, I ____________ (buy) it.
5. If it doesn't cost too much, we ________ (go) there again.

B. Look at the pictures and write what will you do if you visit them?
Use may be going to.






C. In pairs: Compare your answers.

Listening

Listen to three of your classmates planning where they want to go on their holiday, and then tick the following activities whether they do or not.

- ☐ go sightseeing
- ☐ playing chess
- ☐ eat in restaurants
- ☐ drive their own car
- ☐ walk around
- ☐ go to shopping
- ☐ swimming with their friends
- ☐ ride a horse
- ☐ singing a song
- ☐ watching movies
- ☐ washing their clothes
- ☐ cooking their food
- ☐ playing kites
- ☐ reading books
- ☐ doing their home works
- ☐ playing volleyball

Vocabulary

A. Write each word under a suitable category.

Dollar	85,000,000	Chinese	North America	Euro
Turkish	Islam	Europe	Riyal	Arabic
Asia	Dari	Afghanistan	16,000,000	Australia
322,000	Sterling	English	1200,000	Pashto
Christianity	South America	1,000,000	Hindo	

Location	Population	Language	Religion	Currency
…………	…………..	…………	…………..	…………
…………..	…………	…………	…………..	…………
…………	…………..	…………	…………..	…………..
…………	…………	…………..	…………..	…………..
…………	…………..	…………..	…………..	…………..
…………	…………	…………	…………..	…………
…………	…………..	…………..	…………..	…………..
…………	…………..	…………	…………..	…………
…………	…………..	…………..	…………….	…………

B. In pairs: Think of a country for each of the items in the box. Then, compare your work with your partner.

Reading

A. Answer the following questions then read the passage.

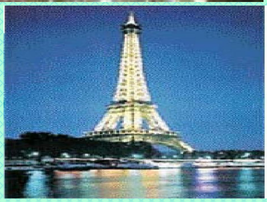
1. Name some of the sights in your city.
2. What is the most famous place in your province?
3. Name some famous places around the world.

Eiffel Tower



The Eiffel Tower in Paris is one of the most popular places in the world. Every year, more than two million tourists visit this iron tower. It was built in 1889 by a French engineer, Gustavo Eiffel. It is 300m high, which has nearly 108 storeys, and weighs up to 7000 tons. It was the tallest building in the world until the Empire State Building was built 40 years later.





When the tower was built, some French men did not like Eiffel's design and called it "an eyesore". They also predicted that it would cost too much and would not be ready in time for the Paris Festival. Eiffel knew better, his crew not only finished the work in twenty-one months but also completed it in time for the festival's opening day. This earned Gustavo Eiffel the nickname "Magician of iron”. The Eiffel tower is now loved by the French citizens, and has become the symbol of Paris.

B. These sentences are taken from the passage. Match them with the sentences below that have the same meaning.

1) It was the tallest building in the world until the Empire State Building was built 40 years later. (paragraph 1)
2) Eiffel knew better, his crew not only finished the work in twenty-one months but also completed it in time for the festival’s opening day. (paragraph 2)
3) Before the Tower was built, some French men did not like Eiffel’s design and called it “an eyesore”. (paragraph 3)
4) The Eiffel Tower is now loved by French citizens, and has become the symbol of Paris. (paragraph 4)

__________ French people are very proud of the Eiffel tower.
__________ The people who built the tower worked hard and fast.
__________ The Empire State Building is taller than the Eiffel Tower.
__________ Those who saw the drawings of the tower said they were ugly.

Unit 3 Lesson 3

Conversation

A. Pair works: Practice the following conversation with your partner.



Student A: If I had money, I would go to Bamian and visit historical places; the Buddha statue and Amir Dam. They are very famous in the world. But it seems difficult for me.

Student B: No, it is not difficult. It is not very far from here. If you studied a tour guide, you would get enough information about them.

Student A: If you lend me a tour guide, I will study it.

Student B: If you read the Islamic books, you will find that the statue is kept only as an historical object and it is not worshiped. If it was worshiped, no Muslim would visit it. Because Muslims worship only one God, and that is Allah (S.W.T)

B. How can you fulfill your dream?

Grammar

If clauses (Second Conditional)

If I were talented I **would go** to a school for the gifted.
If you went to Bamian, **you would** get great sight seeing of ancient places.
If the statue of Buddha was worshiped, no Muslim would visit it.

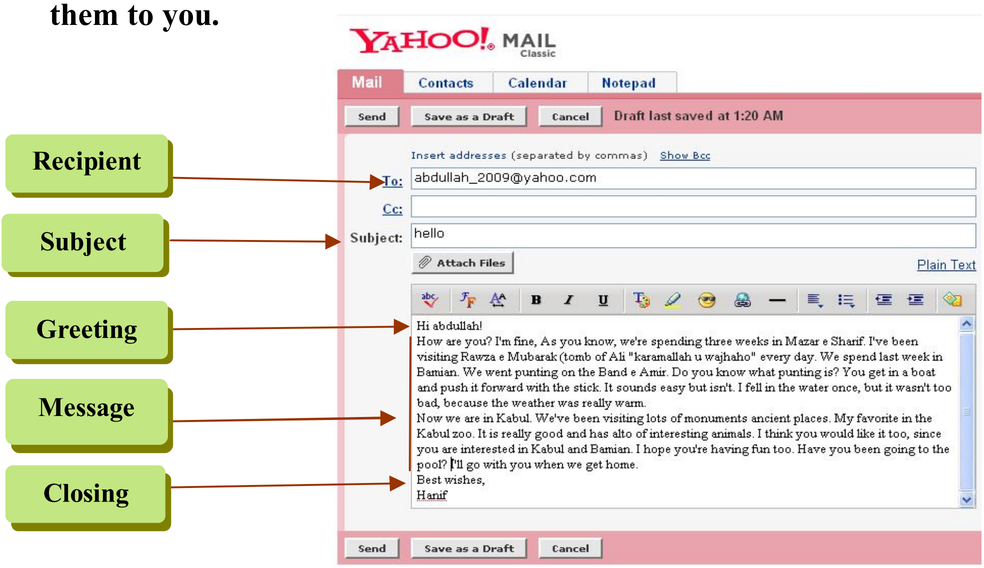
A. Complete the sentences with the correct form of the verb.

I wish I could go to Bamian, but the trip costs too much. If I __________ (have) enough money, I __________ certainly __________ (spend) my vacation there. If I __________ (go) to Bamian, I __________ (take) a tour to famous historical places like Buddha's statues and Amir Dam. If I stayed in Bamian, I __________ (love) to visit the Bamian university. If I __________ (be) rich I __________ (work) really hard to go there. If the statue was worshiped, I __________ (never go) there.

C. In pairs: Discuss where you would go and what would you do if you traveled to Herat province.

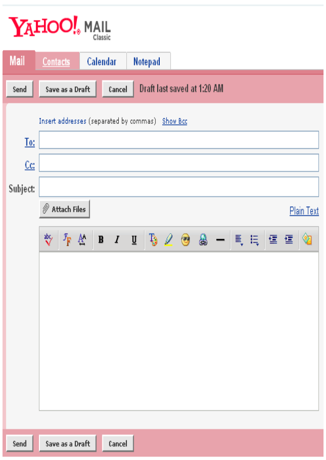
Writing

A. **Look at parts of an e-mail. Your teacher will introduce and modify them to you.**



B. **Imagine you are a visitor in another province. Write a draft in a piece of paper for sending an email to your friend telling him/her about it.**





Phonics

Ou / Ow have the same vowel sound as in out / ow/.

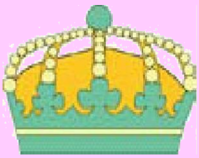
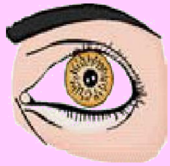
A. Listen to your teacher and repeat after him/her.

ou	house, found, round, sound
ow	cow, bow, how, town



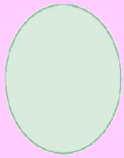
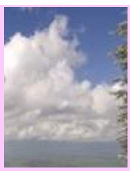
B. 1. Listen and repeat.

pound	**bow**	**couch**	**crowd**
			
p ___ nd	B	c	cr

crown	**town**	**round**	**brown**
			
cr _____n	t _______n	r ______nd	br ______n

2. Complete the words with the letters that stand for the vowel sound.

C. Read the words next to the picture. Circle the word with the same vowel sound as the picture name.

	ground goal house		mouth drawn down		front round frown
	hood Hunt cow		lose loud load		prove proud cloud

Grammar Summary

If – conditional (First Conditional)

If	I, you, we, they	**take**	a holiday	I, we, you, they	may will	**go** camping. **visit** places.
	he, she	**takes**		he, she		

If – conditional (Second Conditional)

If	I, you, we, they, he, she	**went**	to Herat	I, you, we, they, he, she	**would**	see the snow.

Form conditional sentences, using the following cues.

1) go / picnic – take / two hours. (Second Conditional)
   If you went to picnic, it would take two hours.
2) go / boat – take / two hours. (Second Conditional)
   ____
3) reach / early – see / sunrise. (First Conditional)
   ____
4) stay / outside – hear / sea birds. (First Conditional)
   ____
5) snow / fall – ski / mountains. (Second Conditional)
   ____

Speaking

In Groups: Talk about your favorite places.

Vocabulary

A. Tick the means of transport you can use to the given places.

	School	City	Herat	Saudi	Australia
On foot	☐	☐	☐	☐	☐
By cycle	☐	☐	☐	☐	☐
By motorbike	☐	☐	☐	☐	☐
By car	☐	☐	☐	☐	☐
By bus	☐	☐	☐	☐	☐
By plane	☐	☐	☐	☐	☐
By ship	☐	☐	☐	☐	☐

B. Write the correct means of transportation in the brackets.

My cousins had an interesting holiday, first they flew to Abu Dahbi(____________). They spent a week there. Then, sailed to Karachi (____________). The journey was long but, enjoyable. In Karachi they walked along the beach (_____________). After two days, they flew to Islamabad (_____________). There, they drove around the neighboring areas and went sightseeing (______________). Finally, they rode to Peshawar (____________) and stayed there for two weeks.



Listening

A. Listen to your teacher, while he/she is reading the information about Japan. Complete the table below.

JAPAN

Tokyo is the capital of Japan. It is on Honshu, the largest island in Japan. It was a fishing village until the 1600s and is now one of the world's biggest cities. It has a population of over 12,000,000 people.

There are interesting museums to visit in Tokyo. The Tokyo National Museum has art and artifacts from many countries, including some Egyptian mummies. Tokyo also has stadiums for sports and music and some beautiful parks and gardens. The best way to travel in the city is by bus, train or underground metro.

People of Japan speak Japanese; the religion of Japan people is Buddhism, their currency is Yen.

There is also off rain in the summer, and winter can be quite cold. The best times to visit Tokyo are in spring (from March to May) and in autumn (from September to November).





Location	Population	Language	Religion
Capital	**Currency**	**Weather**	**Place of interest**

Vocabulary

Nouns	Verbs	Adjectives	Adverbs
Monument	Compare	Favorite	Certainly
Restaurant	Visit	Frown	
Location	Design	Conditional	
Language	Predict	Famous	
Currency	Earn	Popular	
Country	Modify	Sure	
Partner	Reach		
Tower	Please		
Eyesore			
Festival			
Nickname			
Magician			
Iron			
Citizen			
Symbol			
Empire			
Statue			
Talent			
Recipient			
Town			
Camping			
Mountain			
Transport			
Neighbor			
Island			
Village			
Hood			
Artifact			
Crew			
Crown			

Unit 4

Revision

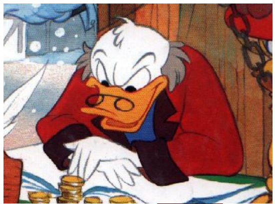
Speaking

A. **1. How many of your English lessons can you remember?**
2. In pairs: Ask and answer the following questions with your partner.

1) Can you name three things you studied in the three units?
2) Which unit did you like most?
3) How many grammar points did you study?
4) Which unit did you find useful?
5) Which unit was the most difficult?

B. **1. Name the skills of the following pictures.**
2. Complete the webs with ways you can use to improve each skill.









C. In Groups: 1. Put a tick next to the skills you are good at. Find members in your group that need to improve the skill. Tell them about the ways that you use.
2. Which skill do you want to improve? Ask your parents, listen to their suggestions and take notes and comments.

Grammar

Match the terms in column A with the examples in column B.

A	B
1. noun	a. Where is the book?
2. question	b. dark/light.
3. second conditional	c. should / can / may.
4. irregular verb	d. Interesting.
5. adjective	e. If I read more books, I'd improve my vocabulary.
6. present continuous	f. I'm planning for a project.
7. first conditional	g. Suggestion.
8. opposites	h. If you visit a museum, you'll learn a lot.
9. modals	i. Proofread.

Language Functions

Choose the correct answer.

1. How often do you learn new vocabulary?
   a. I like books.
   b. Every day.
   c. By bus.

2. Do you have any plans for tonight?
   a. I'm going to my friend.
   b. I always like to make plans.
   c. I have a plan for tonight.

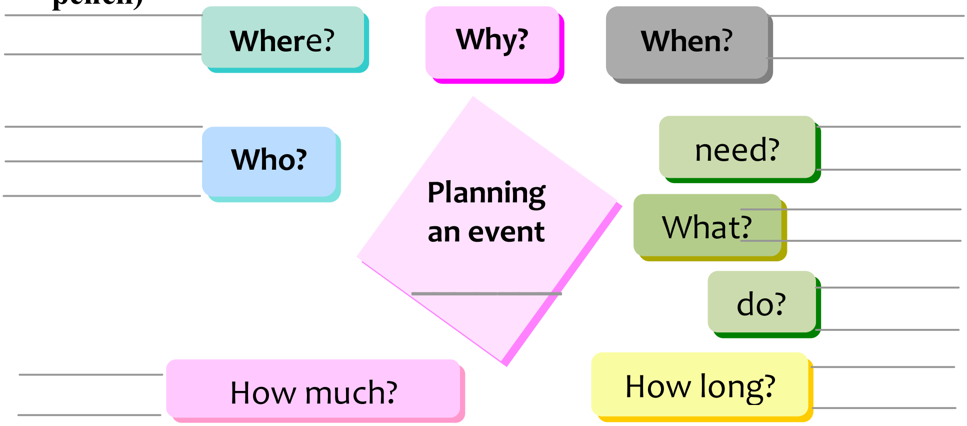
3. Where're you going next week?
   a. I may leave to Kandahar now.
   b. I'll go to Bamian.
   c. I'm going shopping tonight.

4. Let's study together.
   a. Sorry. I can't.
   b. I'm late.
   c. Thank you.

Unit 4 Lesson 1

Writing

A. You're planning a trip to Ghazni. Complete the web bellow. (use a pencil)



B. In your notebooks, write a paragraph about your plans.

Vocabulary

A. Read the table and match with the following sentences in box. Then correct the wrong one.

Country	Car	Walk	Cycle	Bus/train	Other
USA	84	9	1	3	3
England	62	12	8	14	4
Germany	49	22	12	16	1
France	47	30	5	12	6
Italy	42	28	5	16	9
Switzerland	38	29	10	20	1
Sweden	36	39	10	11	4

- Nearly half of the journeys in Germany are by car.
- About 25% of journeys in Italy are on foot.
- Exactly 30% of journeys in France are on foot.
- Nearly 10% of journeys in Switzerland are by bicycle.
- About 11% of journeys in Sweden are by bus or train.
- Over 80% of journeys in the USA are by car.
- Over 15% of journeys in England are by bus or train.

B. What are the figures for your country? Guess!

Listening



A. Listen to your teacher, while he/she is reading the information about Jalalabad. Then fill in the box below.

Jalalabad – (*Jalalabad*; also known in Pashto - *Jalālkot*) is a city in eastern Afghanistan. It is located at the junction of the Kabul and Kunar river near the Laghman valley. Jalalabad is the capital city of Nangarhar province. It is linked by approximately 95 miles (153 km) of highway with Kabul to the west and about the same distance with Peshawar in Pakistan to the east.

Jalalabad is the largest city in east part of Afghanistan as well as the social and business center of activity. There are major industries including papermaking, as well agricultural products including oranges, rice, and sugarcane. Jalalabad is one of the leading trading centers with India and Pakistan.

Capital	Location	Activity	Industry

B. In pairs: Ask and answer questions about Jalalabad with your partner.

Conversation

A. In pairs: Complete the following conversation about your plans.

Student A: I wish I were traveling this summer.

Student B: If you ___________________________. Where _______________?

Student A: I'd go to ____.

Student B: Why?

Student A: If I ____.

Student B: What else would you do?

Student A: I'd also ____.

Student B: If I were you, I'd stop day dreaming and go back to school.

Speaking

A. Look at the following actions and name them.











B. In pairs: Ask and answer questions about the above actions.

C. Look at the squares below. Ask two questions about each topic.

Education	Making Plans	Going to Places

D. In pairs: Plan your ten-day-prize vacation.

	You	Your partner
1. Where? How long? What to do?		
2. Where? How long? What to do?		
3. Where? How long? What to do?		
4. Where? How long? What to do?		

Grammar

A. Use the correct future form to complete the sentences.

1. I'm hungry. I ______________________ (make) myself a sandwich.
2. He _______________________ (study) English next year.
3. We _______________________ (leave) at 7:00 a.m. tomorrow.
4. Look at those clouds! It ___________________ (rain) at any minute.
5. I think he __________________________ (be) very successful.

B. Look at Hamid's result sheet. Write sentences, showing Hamid how he can improve his English.

Result Sheet

Reading	65%
Grammar	70%
Speaking	50%
Writing	75%
Vocabulary	65%
Listening	50%

1.
2.
3.
4.

Reading

A. Read the story and talk in front of the class about yourself.

B. Give a title to the it.

"What do you want to be when you grow up?" I've been asked this question many times.

The first time I thought about it seriously was during high school. My teacher asked the class to write an essay about our future plans. I didn't know what to write! There I was, sitting in the classroom, staring blankly at the page.



That's when I began to think about what I wanted to do. After a lot of thought, I realized that I wanted to go to college and major in elementary education. I found myself writing that I planned to teach first grades, because the early years of a child's life shape her/his personality.

In my essay, I wrote about how I wanted to become a great teacher. My wish was for my students to enjoy learning and love reading. I wanted to make reading fun for them. My dream was for them to remember me every time they read a book. I wanted to leave a mark on their lives.

C. Read the above story again and answer the following questions.

1) What did the teacher ask the students to write?
2) What did he/she think at the first time?
3) When did he/she begin to think, and what did he/she want to do?
4) How did he/she start his/her essay?
5) What was his/her wish for his/her students?

D. Match the words in column A to their meanings in column B.

1. elementary education	☐	become older.
2. mark	☐	a field of study chosen as a specialty.
3. major	☐	what someone wants to do later on.
4. great teacher	☐	first six years of learning in school.
5. grow up	☐	a special person who gives knowledge and skills to.
6. future plans	☐	make a change upon someone or something forever.

Conversation



A. In pairs: Complete the conversation.

Husnia: I don't like writing. I get bored when I write.
Shaima: If you keep thinking this way, you won't improve your writing.
Husnia: What should I do?
Shaima: ______________________________

____

Husnia: Do I need to rewrite the paragraph?
Shaima: ______________________________

____

Husnia: Why shouldn't I memorize the model paragraph?
Shaima: ______________________________

____

Listening

Listen to your teacher, while he/she is reading the following information about summarizing a text, and put the steps in order.

Often it is useful to be able to summarize a text quickly and efficiently without carefully reading all or nearly all of the works in the text. When you want to summarize a text, you need to focus immediately on the topic. Thus, the title should help. You may find as a result of reading the title that you will automatically draw on your prior knowledge to bring what you know about the topic to mind. Then read the text quickly, and omit unnecessary details and connect main points of the text. Finally write the main points of the text.

Sequence	Steps of summary writing
	Omit unnecessary details
	Read text
	Read title
	Connect main points
	Write main points

Speaking

In groups: **(Think that there is a volleyball tournament between schools' students. You have a match with another school "What will happen if you win/lose the match?").**

Grammar

A. What would you do if you became a famous teacher? Write 5 sentences, using if_____________________

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

B. Think about things that you can do during your coming holiday. Look at your list, and write sentences about your plan using will / may.

Books
Diwan-e-Hafez e Shirazi
Masnawi-e-Mawlana Balkhi
Diwan-e-Rahman Baba
Arts
Ghulam M. Maimanagi Exhibition
Arts Exhibition
Sports
Football ?
Pamir Vs Jawanan
Trips
New year celebration

Vocabulary

Nouns	Verbs	Adjectives	Adverb
Member			Forever
Way	Realize	Useful	Approximately
Junction	Memorize	Special	
River	Travel	Eastern	
Valley	Dream	Blank	
Highway	Win		
Agriculture			
Sugarcane			
Trade			
Square			
Essay			
College			
Tournament			
Win			
Product			

Unit 5

Environment

At the end of this unit, you will be able to:

- state solution to problems.
- direct others to do things.
- Listen comprehensively to dangerous facts about the environment.
- read comprehensively about cigarettes and smoking.
- write a descriptive paragraph about your school.



Victims of war. The ravages of three major wars in just over two decades have decimated Afghanistan's environment and public health. Common postconflict scenes show industrial pollution, environmental contamination by human and medical wastes, agriculture devastated by drought, and the maladies that arise from malnutrition and poverty.

Unit 5 Lesson 1

Discussion







- **What kinds of pollution do you see in the pictures? Write them.**
- **Do you think garbage causes pollution? Why?**
- **What can we do to take care of our environment?**

Conversation

A. In pairs: Practice the following conversation with your partner.



Student: Does pollution endanger our environment?

Teacher: Yes, the air we breathe is no longer clean. Smoke, dust and fumes cause concern and diseases for children.

Student: That's dangerous! What can we do about it?

Teacher: Scientists are planning to improve electric cars. We also intend to build factories outside the cities.

Student: What if we plant more trees? Will that help?

Teacher: Of course, it will.

Student: Will this solve the problem?

Teacher: No, because people are also polluting the streets and rivers.

Student: Now, I understand why it's such a big problem.

B. How can we help to save the earth?

Grammar

Infinitive (verb + infinitive (pattern A))

The government **promises to stop** wasting natural resources.
We decided **to throw** the garbage in plastic bags.
Scientists are **planning to improve** electric cars.
The students **agreed not to pollute** their environment.

A. Complete the sentences with the given infinitives.

(to learn, to eat, to read, to find, to write, to play, to take, to leave)

- Hamid is going __________ football in the park, because it is not dusty.
- Scientists wanted ___________ ways to keep the environment clean.
- We all decided ____________ care about the planet.
- What do you want ___________ about how to keep the environment clean?
- Our teacher told us ______________ something about the pollution.
- We all need _____________ healthy food.
- ___________ before the storm would be a smart idea.

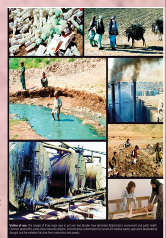
B. In pairs: Make five sentences about the environment, using the verbs from (pattern A).

Listening

Listen to your teacher carefully, while he/she is reading the following text.



The contamination of the environment land, water, and air by waste, smoke, chemicals, and other harmful substances is called pollution. The most serious pollution occurs in areas with large cities and many factories.



Pollution is not a new problem. Cities of ancient times were often fouled by human wastes and debris. But since the Industrial Revolution, the problems of waste disposal have become more complicated. The growths of industry, the introduction of new technologies such as motor vehicles, and rapid increases in human populations have combined to create pollution problems on a level never before seen.

Write kinds of pollution that you hear in the text and their solutions in the following table.

Kind of problem	Solutions
1. _Waste is_______ pollution	______________________
2. ________________ pollution	______________________
3. ________________ pollution	______________________
4. ________________ pollution	______________________

Vocabulary

A. In pairs: Match the events below to the results in the table.

- no littering
- recycling
- conserve energy
- gather garbage weekly
- dumping products in the river
- reduce smoke from cars



Event	Results
	keep our resources longer
	dirty streets / air pollution
	clean cities
	fish die
	cleaner environment
	cut less trees

B. Do the questionnaire below.

Do you really care?	never	usually	always
1) I keep a plastic bag in the car to avoid littering.			
2) I keep the volume down when I watch TV.			
3) I turn off the water tap when I brush my teeth.			
4) When the weather is nice, I open the windows instead of the A.C.			
5) I don't throw cans or bottles on the road.			
6) I reuse empty bottles.			
7) Before leaving the room, I turn off the lights and the A.C.			
8) I don't disturb my friends, when they study in the library.			

C. Now match your answers.

Never = You're not really concerned. **Take it more seriously.**
Usually = You're motivated, but you need **to try harder.**
Always = You are a friend of the planet. **Your grandchildren will thank you.**

D. In pairs: Compare your answers.

Reading

- If someone in your family smokes, you have a problem. Why?
- Why do people smoke? I don't know; do you?



A. **Read the following text.**

CIGARETTES AND SMOKING

Cigarette smoke is one of the most common forms of pollution in the environment. It's one you're bound to have come across even if no one in your family smokes. Smoke from cigarettes harms everyone's health. It even harms people if they don't smoke themselves, but breathe other people's smoke. So, if someone in your family does smoke, why not see if you can help them to stop?



Smoking doesn't sound good to anyone. The best thing is not to start in the first place because smokers find it very hard to give up. They get hooked on stuff in tobacco called nicotine. Nicotine itself is a poison. But the real nasty in tobacco smoke are chemical things called carcinogens. They cause cancer and loads of other diseases which kill millions of people every year, mostly smokers but also people who don't smoke.

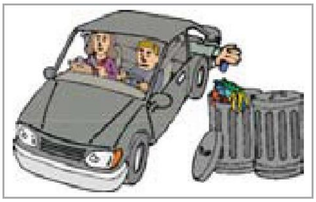
B. **In pairs: Read the above text again and tell the main idea of the text to your partner.**

C. In groups: Tick the box on each line that is nearest to your opinion, and then discuss them with your partner whether they cause problem or not. It has some problem/ no problem/ a lot of problems and you don't know. Why?

	No problem	some problem	a lot of problem	don't know
Class	☐	☐	☐	☐
Corridors	☐	☐	☐	☐
Home	☐	☐	☐	☐
Private car	☐	☐	☐	☐
Taxi	☐	☐	☐	☐
Bus	☐	☐	☐	☐
Vehicle	☐	☐	☐	☐
Park	☐	☐	☐	☐
Street	☐	☐	☐	☐
Office	☐	☐	☐	☐
Shop	☐	☐	☐	☐
Toilet	☐	☐	☐	☐

Conversation

A. Pair work: Practice the following conversation with your partner.



Najib: Oops! I missed the can.
Father: I can't believe it Najib. How many times have I told you not to throw your trash on the road?
Najib: Don't worry Dad. The cleaners will collect the garbage.
Father: Najib. I want you to be a more responsible person. You can't expect others to collect your garbage. You've made me really angry.
Najib: Sorry Dad. I promise you to be more careful.

B. What can you do to keep the place you live in clean?

Grammar

Verb + object + infinitive (pattern 2)

I want Najib to stop throwing trash on the street.
Father would like him to be more responsible.
The teacher told him not to litter.

A. Choose the correct verb:



1. Our teacher always advises us (to keep – keep – keeping) the environment clean.
2. He invites scientists (talks – to talk – talking) to us about pollution.
3. We asked (their – them – they) to tell us about smoking.
4. They expect us not (throw – to throw – throws) away empty cans or bottles.
5. The teacher advised the students (to read – read – reading) more about environment.

B. In pairs: Discuss the type of pollution you find in your city.

C. Direct other students to solve this problem.

Writing

Write the main places of the school (e.g. classes, library, hall etc) in the first part of the graphic organizer. Then answer the questions in details.

SCHOOL

PARTS OF THE SCHOOL

______ ______ ______ ______ ______

Part
Considered

What would happen to the school if the above parts were dirty?

____
____
____

What can we do to keep this part clean?

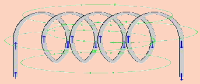
Phonic

Diphthong oy / oi

A. Listen to your teacher while he/she is reading the following words, then repeat after him/her.

oy / oi	**Boy, toy, enjoy, coy boil, coin, broil, toil**

B. 1. Look at the following pictures and repeat their words after your teacher.

foil 	coil 	oyster 	toy 
oi – oy	oi – oy	oi – oy	oi – oy
boil 	noise 	boy 	point 
oi – oy	oi – oy	oi – oy	oi – oy

2. Listen to each picture's name and circle the letters that stand for the vowel sound you hear.

C. Read the following words and circle the name of the pictures.

1 	**Coin About Zoo**	3 	**Tool Join Toil**	5 	**Oil Suit Such**
2 	**Ploy Pup Voice**	4 	**Grow Groin Soil**	6 	**Day Roy Toy**

D. Read the sentences, then underline the words with the previous vowel sounds.

1. In our garden, the soil is very rich. We can grow many vegetables.
2. It is bad manner to point at people while talking to them.
3. Soy beans are a good source of protein.
4. Small toys and coins are dangerous to be given to children; they might swallow them and choke.
5. The boy, who stood first, got the prize.

Grammar Summary

Verb + infinitive				
He / They	intend (s) plan(s) agree(s)		to conserve	water. energy. electricity.
	expect(s) want(s)	us/ people / factories		

A. Read the following sentences. Say if the verbs have only infinitive or verb + object + infinitive

1. We all agreed to use less electricity.
2. Doctors need to warn people against skin cancer.
3. Public service messages always remind people to save water.
4. Our teacher told us to read about environment.
5. My father expects us to turn off the lights before we sleep.

Speaking

As a student, what should you do to save your school? In groups of four, discuss the problems that face your school. Give solutions for each problem.



Listening

A. You will hear a letter from Wais to his friend, by your teacher. How does he feel about the place he is describing?

Hi!

I've been here for a week and my first impression about this place is not very good. In fact, it is terrible. The city is small and boring! The buildings are not modern and attractive.

The city center is really dirty with polluted space, and public transport is useless. The busses stop at 7o'clock at night, and it's difficult to get a taxi. The streets are destroyed, and there is nothing to do.

The people are miserable and they are not very happy. I suppose it could be because of the unemployment. The weather is cold and it has been raining since I arrived.

There aren't many restaurants and they're expensive.

I want to come home! I really don't like it here.

Your friend, Wais

B. Listen to the above letter and then answer the questions.

1. What is the letter about?
2. Which country do you think it is? Could it be your country? Why/ Why not?

Vocabulary

Nouns

Solution
Direction
Cigarette
Pollution
Dust
Fume
Disease
Factory
Resource
Contamination
Substance
Area
Disposal
Recycling
Dumping
Volume
Stuff
Nicotine
Poison
Carcinogen
Trash
Soil
Manner
Protein
Impression
Service

Verbs

Concern
Intend
Build
Agreed
Occur
Foul
Combine
Create
Littering
Conserve
Reduce
Throw
Direct
Disturb
Dump
Motivate
Hook
Expect
Boil
Broil
Toil
Ploy
Groin
Swallow
Choke
Remind
Destroy
Suppose
Waste

Adjective

Natural
Harmful
Rapid
Nasty
Responsible
Attractive
Dangerous

Adverb

Seriously

Preposition

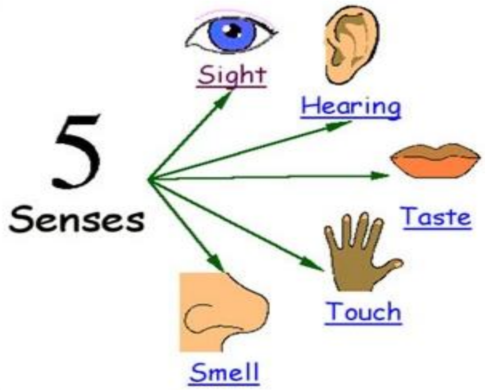
Against

Unit 6

The Senses

At th end of this unit, you will be able to:

- express your feelings and opinions.
- use present perfect in sentences.
- write a descriptive about a special person.



Discussion



smell



touch



hear



see

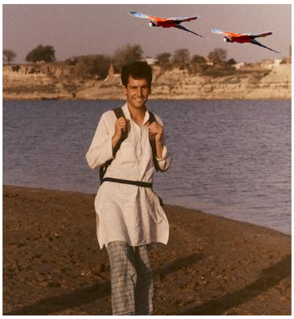


taste

b) What are the people in the above pictures doing?
c) What parts of their bodies are they using?
d) Think of two things each sense helps us to do.

Conversation

A. In pairs: Practice the following conversation with your partner.



Student 1: How breathtaking! I love the river.
Student 2: Look at those birds. Aren't they lovely?
Student 1: Let's get a closer look!
Student 2: Ok. But let me take off my shoes. I enjoy walking barefoot on the sand. It feels so soft.
Student 1: Mmm. It smells so fresh. I love it.
Student 2: See that small bird over there. Let's go look and touch it.
Student 1: It's beautiful and its feathers have very nice colors.
Student 2: What about river's sound?
Student 1: The river sounds exactly like waterfall. I think I'll write an article about the river at home.

B. What do you feel, when you hear the sounds of nature?
C. Do you praise God when you see beautiful sights?

Grammar

Stative verbs	
Feelings	**Opinions**
I love writing an article about rivers.	They look beautiful.
I prefer this idea.	It sounds more interesting.
I enjoy going to the river.	The air smells fresh.
I don't like pool water.	It tastes salty.
I like walking bare foot.	The sand feels soft.

A. Match a sentence in column A with a sentence in column B. Then complete the sentences in column B with a stative verb.

A	B
1. I like your new dress.	☐ They _______________ awful.
2. I didn't like the sandwiches.	☐ It _______________ so soft.
3. I prefer this new air freshener.	☐ It _______________ good on you.
4. I love this bedcover.	☐ It _______________ like fun.
5. I enjoy walking in the rain.	☐ The room __________ really nice.

B. In pairs: Write five more statements like the ones above, expressing your feelings and opinions. Then talk about your statements with your partner.

Listening

A. Your teacher will read the following poem, listen to him/her carefully.

Spring is green with bright yellow buds.
New flowers emerge from the dark brown earth.
The smell of rain mixed with blossoms in the air!
Birds sing happy songs on the trees.
Soft strawberries ripen in the sun.

B. From the listening of the poem, find the following words:

1. Two things you can see: _____________ and _________________.
2. Three things you can smell: _________, ________ and __________
3. One thing you can hear: __________________.
4. Two things you can touch: _____________ and ______________.

Vocabulary

A. Complete the graphic organizer.

The five senses

sight

Give your body information using

Eyes

B. Find out the information your body gets through each of these senses. Use the adjectives in the box below to fill the columns above.

red, big, sour, hot, smooth, hard, colors, quiet, blue,
bitter, rough, loud, soft, sweet, rotten, round, fresh,
noisy, bright, square, salty, cold, small

Reading

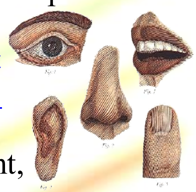
A. What do you know about the senses? What do you want to know? Fill in the first two columns of the KWL table.

What I know	What I Want to know	What I Learned

B. Read the following text:

Our senses

What's that smell? Do you hear this! Look at me! Feel this, isn't it soft? When we hear or use these sentences, we probably never stop to think about how we use our senses.



Our senses organs; nose, eyes, tongue and skin start working when something from the outside world stimulates them. They take the information in and send it to the brain.

Many scientists say we actually have nine senses; sight, hearing, taste, touch, smell, pain, balance, thirst and hunger.

The first five are known as external senses. They provide us with information about the outside world. The other four senses are the internal senses. They provide information about what we feel inside our bodies. For example, the sense of hunger shows that our body needs food.

In short, without our senses life would be very difficult. They are our only way of getting information from the outside world. They are a great blessing from Allah.

C. What is the meaning of each underlined word in the passage? Read each word in context, and then match them with their meanings.

1. internal	☐ give	4. blessing	make active ☐
2. external	☐ outer	5. stimulate	gift ☐
3. provide	☐ inner		

D. Write the correct paragraph number next to each main idea.

The importance of the senses ____________________

How our senses work ____________________

Types of senses ____________________

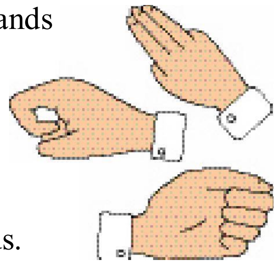
Introduction ____________________

Conclusion

E. What did you learn about your senses? Fill in the third column of the KWL table (in exercise A).

Conversation

A. In pairs: Practice the following conversation.



Student 1: Have you ever seen anyone use his/her hands to talk?
Student 2: Yes, I've seen Waleed. He uses the British Sign Language to talk to his brother. He's dumb.
Student 1: What's the British Sign Language?
Student 2: It uses gestures and signs for whole words.
Student 1: Sounds difficult.
Student 2: The other sign language is simpler. It uses a hand movement for each letter of the alphabet.

B. Do you accept special people the way they are?

Grammar

I have = I've
He has = He's

Present perfect	
Have you ever seen anyone use sign language?	Yes, I **have**. I **have seen** Waleed use it. No, I **haven't**. I **have never seen** anyone use/ sign language.

A. Fill in the blanks with the correct form of the verb in parentheses.

I ______________(start) a new course on sign language. My brother told me about it. The instructor ___________ (teach) us some of the alphabets. There is a special hand movement for each letter of the alphabet. We ______________ (take/not) all the letters yet. But I can form a few words using the letters I _________________ (learn). I _______________________ (do) well so far. I never thought that learning sign language would be so interesting.

B. Your teacher will write statements on the board. Move around the class, and ask questions to find out if the statements are true or false.

Writing

Think of a person who has lost one of his/her senses. Answer the following questions to write a short paragraph about him/her in your notebooks.

Why is this person special?

What did he/she do?

Who is he/she?

Person's name

When did he/she lose it?

Which sense did he/she lose and when?

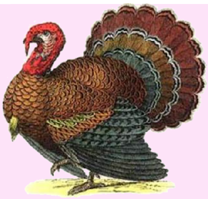
How is he/she dealing with this difficulty?

Phonic

A. Listen to your teacher while he/she is pronouncing the following words, and repeat after him/her.

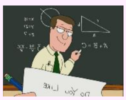
er/ ir/ ur/ ear/ wor	
er	**herd, nerve, serve, term, nerd**
ir	**bird, firm, fir**
ur	**curd, hurt, fur, turn, urn, curt**
ear	**heard, learn, pearl**
wor	**word, work, world, worse**

B. 1. Look at the following pictures and repeat the words after your teacher.

 **Pearl**	 **turkey**	 **world**	 **nurse**
er/ ir/ or/ ur/ ear	er/ ir/ or/ ur/ ear	er/ ir/ or/ ur/ ear	er/ ir/ or/ ur/ ear
 **dirty**	 **turtle**	 **stir**	 **skirt**
er/ ir/ or/ ur/ ear	er/ ir/ or/ ur/ ear	er/ ir/ or/ ur/ ear	er/ ir/ or/ ur/ ear

2. Listen to the words again. Circle the letters that stand for the vowel sound you hear. (use a pencil)

C. Read the following words and circle the names of the pictures with the same vowel sound.

	card purse circus		burn shirt born		pure pear ear
	chair glad goat		work teacher walk		warm worm wool

Grammar Summary

Stative verbs

I	**like**	this	idea.	It	**sounds**	Interesting. / boring.
	prefer				**smells**	fresh. / delicious. / great.
	love				**looks**	pretty. / light. / fresh. / delicious.
	hate				**tastes**	delicious. / good.
					feels	soft. / rough. / tight.

Present Perfect

He, She, It	**has**	not	**learnt**	sign language.
I, We, They, You	**have**			

Simple Past	Present perfect
Simple Past	Present Perfect
I **heard** the news last week.	I **have heard** the news.
He **didn't find** his diary yesterday.	He **has not found** his diary yet.

A. Complete the conversation, using the present perfect or the simple past of the verbs in parentheses.

A. Excuse me sir. We're doing a survey. Could I ask you a few questions?
B. Sure. Go a head.
A. ________________________________ (visit) the Orphanage?
B. Yes, ________________________ (be) there once.
A. Why did you go there?
B. I _______________________ (want) to visit a relative.
A. How __________________________ (feel) about the children?
B. I really ____________ (respect) them for coping with their problems.
A. How about you sir, _________________ (visit) any of these centers?
B. No, but my daughter has.
A. Really?
B. Yes, she _____________________ (volunteer) to work at a center.
A. Great, would you gentlemen be interested in helping out with the children if you had the chance?
B. We sure would.

Speaking

In Pairs: Do the "How did you like it?" activity.

Think that you are going for sightseeing; (e. g. Kabul Zoo) tell to your partner "How did you like it?"

Listening

A. Our senses help us to do many things. Listen to your teacher while he/she reads the following paragraphs, and match the words with their synonyms.

1. Sight or vision is the ability of the brain and eye to identify electromagnetic waves within the visible range interpreting the image as "sight".

2. Hearing or audition is the sense of sound perception. Sound is vibrations propagating through medium such as air, the detection of these vibrations, which is the sense of the hearing. It is a mechanical sense similar to a sense of touch although a very specialized one.

3. Taste is one of the two main "chemical" senses. There are at least 4 types of the tastes that receptors on the tongue identify such as sweet, salt, sour and bitter.

4. Smell or olfaction is the other "chemical" sense. Unlike taste, there are hundreds of olfactory receptors, each bringing you a particular molecular feature.

5. Touch, also called somatic sensation, is the sense of pressure perception, generally in the skin. There are a variety of nerve endings that respond to variations in pressure.

a) Audition	a) touch
b) Somatic	b) vision
c) Sight	c) smell
d) Olfaction	d) hearing
e)	e) taste

B. Listen to your classmates describing the sense. Complete the table.

1. **Hearing is** ______________________________.
2. **Sight or vision is** ______________________________.
3. **Touching is** ______________________________.
4. **Tasting is** ______________________________.
5. **Smelling is** ______________________________.

Vocabulary

Nouns	Verbs	Adjectives
Sand	Bless	Barefoot
Waterfall	Stimulate	Sour
Blessing	Herd	Rough
Conclusion	Nerd	Rotten
Dumb	Hurt	External
Dealing	Prefer	Internal
Curd	Identify	Curt
Fur	Interpreting	Warm
Urn	Wave	Visible
Pearl	Propagate	Particular
Turkey		Mechanical
Worm		
Wool		
Relative		
Coping		
Synonym		
Vision		
Image		
Audition		
Perception		
Vibration		
Detection		
Chemical		
Receptor		
Olfaction		
Molecular		
Feature		
Somatic		
Sensation		
Pressure		

Unit 7

Friendship

At the end of this unit, you will be able to:

- talk about friendship.
- listen comprehensively to a conversation about qualities in a friendship.
- read comprehensively about an experience between two friends.
- write a descriptive paragraph about a close friend.



Discussion

Useful qualities for friendship

Kind

Helpful

Honest

Caring

Respectful

Dependable

Easy to talk to

Thoughtful



a. **What makes a good friend?**
b. **Who is your best friend? Why do you like him/her?**

Conversation

A. In pairs: Practice the following conversation.

Student: I'm really lucky. I made friends from the first day of school.
Father: Have you ever thought about what friendship means?
Student: It means doing things together.
Father: It is much more than that. Friendship is caring and sharing. True friends are always honest and dependable.
Student: They have to be honest with each other, too.
Father: That's true, but friends have to be careful not to hurt each others feelings.
Student: Have you ever had such a friend?
Father: Yes, I've been very lucky. I have two true friends.



B. (A real friend is someone who walks in when the rest of the world walks out) Do you agree with this quote? Why?

Grammar

Present Perfect

Have you ever **thought** about friendship?	Yes, I **have.**	No, I **haven't.**
Have you ever **had** a true friend?	Yes, I **have.**	No, I **haven't.**

A. Form questions and write answers about yourself.

1. help / a friend in trouble ________________________________
2. lend / a friend a valuable thing __________________________
3. know / helpful friend ___________________________________
4. prevent / a friend from doing something bad ________________
5. fight / with a friend ____________________________________

B. In pairs: Ask each other similar questions.

Listening

A. Listen to your teacher as he/she reads the text and then answer the following questions.

QUALITIES OF FRIENDSHIP

We all make friends in our lives. Friendship is a very important relationship that makes our life more meaningful. Some friendships last long and some end quickly. Friends normally have common interests, values or a shared history.

Good friends support each other in difficult times. They share happiness and celebrate each other's success.trust and respects are very important in friendships. True friends are honest with each other. When we choose friends, we need to make sure that they are trustworthy and truthful.

When we are in schools, we like to have many friends. However, it is important to choose friends that are hard working and have good manners. We can learn a lot from good friends and their good habits and knowledge can help us in life. However, if our friends are people who do wrong things, waste time and do not study hard, their behaviors can impact us in a negative way. Therefore, we need to be very careful in choosing friends.

Discuss the following questions in pairs.

1. With whom do we noramally make friendship?
2. What qualities are important in choosing friends?
3. How do our friends influence our lives?
4. Should we be careful in choosing friends? Why?
5. What do you consider important in choosing friends?

Vocabulary

A. Look up the meaning of the following words in the dictionary.

Happy	embarrassed	safe	jealous	worried
Neglected	supported	angry	comfortable	hurt

B. Which of the above feelings are pleasant and unpleasant? Write each one under the correct column.

Pleasant	Unpleasant

C. Write what you feel when you think of:

Your teacher	Your brother	Your classmate	Your partner

D. Group work: Compare your ideas. Share your notes with a partner and discuss your feeling and reactions.

Reading

A. What is friendship?

- *Think of some negative feelings that may damage a relationship.*

Sometimes Friendship Hurts

When I first met Khalid, I never expected we could become friends. We were so different. I was talkative and social while he was shy and quiet. So, when he took the seat next to mine in class, I thought to myself "what a bore". As I got to know him better, I found him really nice, kind and patient. Soon, we became very good friends.

However, after we both joined the school basketball team, things started to change. We spent hours practicing together, but the coach liked the way I played better. He advised me to join the local basketball team. This aroused of jealousy in Khalid. He was not happy and started to embarrass me and hurt my feelings. Naturally, I became very upset.

A few weeks later, something happened that completely ruined our friendship. I was chosen to play in the national basket ball team. When my friends heard the news, they were all happy except Khalid who was angry and said "You are becoming a real snob".

Our team won the final game. Although everybody was happy and proud of our team, there was a feeling of bitterness inside me. Months passed and I moved to a different school. I don't see Khalid any more, but I have much better friends now.

B. Read the story, then circle the best meaning for the given words.

1. "bore" means: a. what an interesting person. b. what a funny person. c. what a dull person. 2. "ruin" means: a. fixed. b. destroy. c. improved.	3. "embarrass" means: a. make shy. b. confident. c. hurt. 4. The friendship between Khalid and the writer ended: a. badly. b. happily. c. properly.

C. Different feelings were presented in the story. Arrange them according to the events.

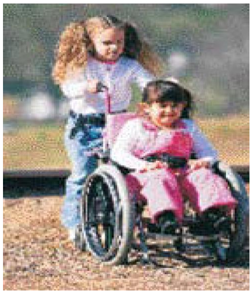
_____ anger ________ sadness _______ liking _______ disliking _____ jealous

D. Discuss what Khalid should have done.

Conversation

A. In pairs: Practice the following conversation.

Student 1: How long have you known him/her?
Student 2: We've known each other since we were in third grade.
Student 1: How did you meet?
Student 2: It was my first day at school. I was feeling uncomfortable. He/she came up, spoke to me and offered me something from the canteen.
It usually embarrasses me when I meet new people, but I felt happy when he/she spoke to me.



Student 1: How nice!
Student 2: Yes, from that day on, we became good friends.
Student 1: And now you're best friends.

B. How can we make new classmates and students with special needs feel comfortable?

Grammar

Present Perfect : "for, since"	
How long have you **known** Mursal?	We'**ve known** each other **for** six years. We'**ve known** each other **since** third grade.

A. Complete the sentences. With <u>since</u> or <u>for</u>.

6. I haven't seen Khalid___________ he left school.
7. We haven't seen each other ____________ a year.
8. They have been here ___________ three hours.
9. My friend has been here ___________ 10:30 a.m.

B. Use the correct form of the verbs from the brackets then complete the sentences.

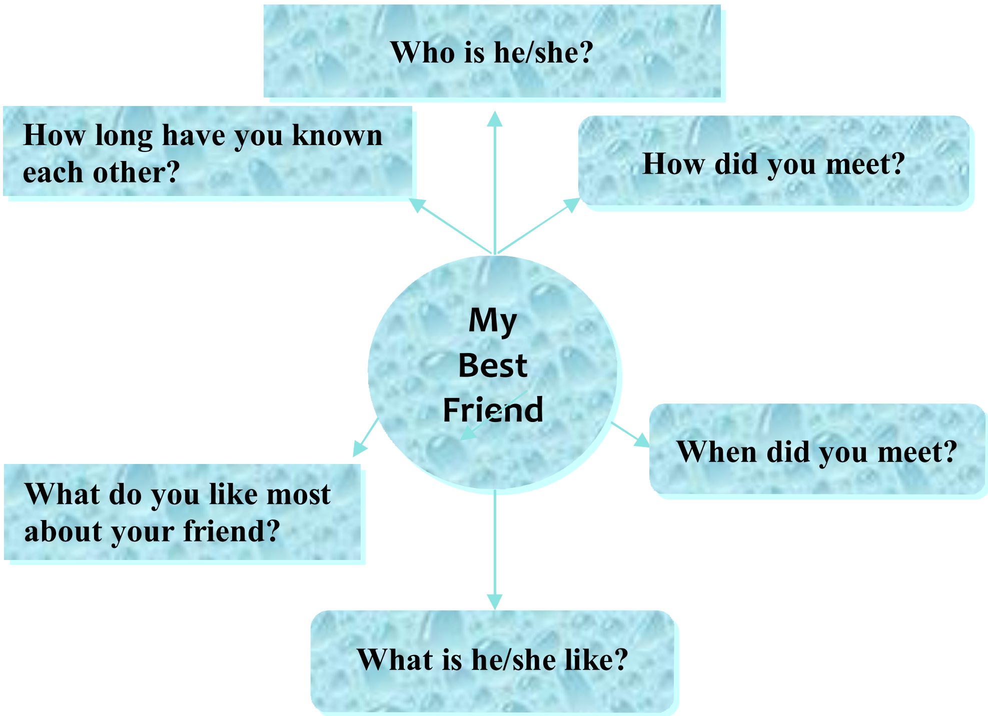
1. Ramin and I __________ (know) each other since ____________________.
2. He moved to Kandahar with his family last year. I __________ (not see) him for_______________.
3. Ramin is coming back today. In fact, I'm at the airport waiting for him. I ____________________ (be/wait) for ________________ hours.
4. The plane ____________ (take off) since ______________. It's 5:00 p.m. now, but the plane hasn't arrived yet.

C. In pairs: Ask your partner how long he/she has done something.

Writing

A. **What is your best friend like?**

B. **Look at the web. Answer the questions about your best friend.**



C. **Write a paragraph about your best friend, using your answers.**

Phonic

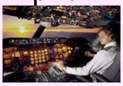
Schwa

A. Listen to your teacher while he/she is pronouncing the following words, then repeat after him/her.

We use the schwa sound in words and syllables that are not important as in:

a	**a**sleep	**o**	mel**o**n
e	childr**e**n	**u**	cact**u**s
i	penc**i**l		

B. 1. Look at the following pictures and repeat the words after your teacher.

camel 	lemon 	balloon 	tiger 
salad 	doctor 	canoe 	zebra 
carrot 	pilot 	elephant 	woman 

2. Listen to the words again. Circle the letters that stand for the schwa sound in each word you hear.

C. Listen and circle the letter that stands for the schwa sound.

 Children	 Person	7 Seven	 Today
 Hospital	 Chorus	 Breakfast	 Letter
 Circus	 Brother	 Sister	7 + 2 = 9 Answer

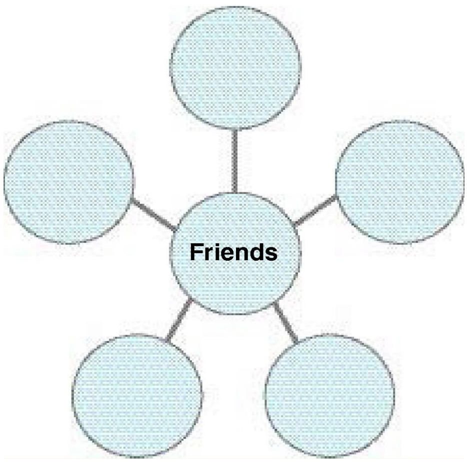
Grammar Summary

Present Perfect									
Yes/ No questions				Affirmative answer			Negative answer		
Have	I you they we	**ever**	**met** Ahmad?	Yes,	I you they we	**have.**	**No,**	I you they we	**haven't.**
Has	he she				he she	**has.**		he she	**hasn't.**

Questions				Answers with Since and For				
How long	**have**	you they we	**known** Khalid?	I You They We	**have**	**known** him	**for**	ten years.
	has	he she		He She	**has**		**since**	last summer 1986.

A. **Complete the web with adjectives that describe your friends' qualities.**

B. **Use the adjectives to write questions using the present perfect.**



1. ______________________________
____
2. ______________________________
____
3. ______________________________
____
4. ______________________________
____
5. ______________________________
____

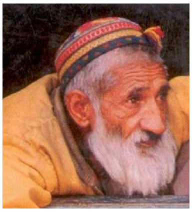
C. **In pairs:** **Ask each other the questions.**

Unit 7 Lesson 4

Speaking

A. Choosing Friends.
Look at the people below carefully. Choose two you might make friends with.

Choices for boys	Choices for girls







B. In small groups: Explain to one another why you chose these pictures.

C. What did you learn about yourself from the choices you made?
*Was your choice made because of looks, **age, feelings, or other** reasons?*

Reading

A. Read the poem and give it a title.

____

B. The poet compares his friend to four things. Write them down.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

C. Compare your friend to something else.

My friend is like ______________________

A friend is like a shade tree.
Along a summer way
A friend is like the sunshine.
That makes a perfect day.
A friend is like a flower.
That's worn close to the heart.
A friend is like a treasure.
Which one will never part.

Vocabulary

Nouns

Loyalty
Judgement
Reaction
Return
Connection
Boundary
Coach
Snob
Canoe
Chorus
Breakfast
Worn
Connection

Verbs

Mention
Abide
Bond
Explore
Support
Process
Benefit
Extend
Expand
Embarrass
Worry
Neglect
Arouse
Ruin
Offer
Shade

Adjectives

Calm
Jealous
Bitter
Confident
Usually
Perfect
Respectful
Absolute

Adverbs

Properly

Unit 8

Revision

Vocabulary

Answer the riddles.

m	k	t	b	s	a	v	m
o	l	r	n	o	s	e	e
u	t	a	s	t	e	h	m
t	q	t	h	a	n	d	s
h	s	e	y	e	s	c	p
f	u	n	b	h	e	a	r
g	w	p	x	l	s	e	e

1. It is like a machine you put food in it and your teeth cuts it up.
2. Air in, air out, it comes and goes through your ______________.
3. If you can't smell, you can't ______________.
4. Soft, hard, hot or cold you can't tell without touching with your ______________.
5. Once you close them, darkness will surround your ______________.
6. Without your ears you just can't ______________.
7. If you cover your eyes, you will not ________________.

Speaking

A. In Groups: Name the problems in friendship.

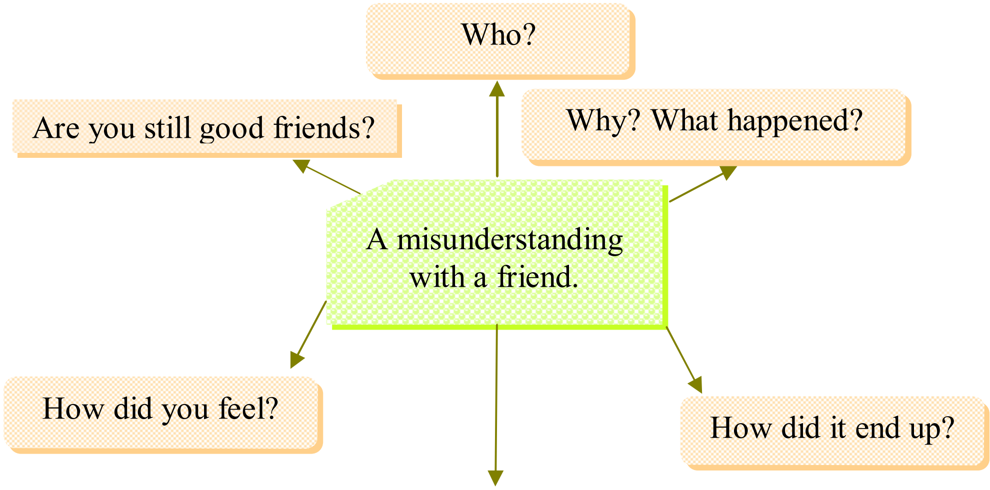
Say how you feel about these problems.

B. Write solutions to these problems.

C. Share your ideas with other groups.

Writing

Have you ever had a fight with a friend? Write a paragraph about a situation when you had a misunderstanding with a friend.



Vocabulary

Complete the sentences below with suitable adjectives.

1. If my friends talk about me behind my back, I would feel ______________________________.
2. We always feel ____________________________ when our teachers tell us off in front of others.
3. Her face often turns red when she gets ______________________________.
4. Fardin likes to meet new people and make friends. He is ______________________________.
5. I always laugh when my friend is around. He is so ____.
6. Before a test, I can't sleep. I feel __________________.



Reading

A. Read the following text:

The ozone layer

Ozone is a natural gas, similar to oxygen, which forms a layer around the earth. The ozone layer plays an important role in protecting life on our planet. It acts like a natural filter against the harmful Ultra Violet rays of the sun. If these rays reach Earth, people will face serious health problems such as cancer, eye diseases, and weaker bodies. Animals and crops will suffer, too.

Unfortunately, the ozone layer is being reduced by chemicals we use everyday in refrigerators and air conditioners. There is already a large hole in the ozone layer over the South Pole. If we continue to use such chemicals, the hole will become bigger and the ozone layer will get thinner.

Countries around the world have recognized the danger of the ozone problem. They have agreed to reduce the production and use of harmful chemicals. You can participate in protecting the ozone layer. Don't overuse household cleaners, hairsprays, or products that can result in releasing chemicals into the air.

B. From the text, find a word which has the same meaning as:

1. Paragraph 1: a poisonous gas found around the earth __________________.
2. Paragraph 2: keeping from harm or danger ______________________________.
3. Paragraph 3: making less ____.
4. Paragraph 4: causing damage ____.

C. Match the sentences in A to their sentences that have the same meaning in B.

A	B
1. It is being reduced by chemicals.	☐ This layer is becoming thinner because of chemicals.
2. Ozone protects life on our planet by acting like a filter.	☐ This gaseous layer is important because it stops harmful rays from coming to the earth.
3. Countries all over the world have agreed to reduce production of harmful chemicals.	☐ Governments all over the world have decided to take lesson from damaging chemicals.

Grammar

A. Put the following adverbials in the correct column.

Yesterday two days ago yet never since
in 2001 On Monday last month since morning June
for a week already

Used with Past Tense	Used with Present Perfect

B. Form three sentences, using some of the words or phrases in the box.

Speaking

In groups: Talk about what makes a good friend.

Reading

A. Read the a, b, c… of friendship, and then do the exercises below.

A Friend

Accepts you as you are.	Believes in you.
Calls you just to say "Hi".	Doesn't give up on you.
Encourages you all the time.	Forgives your mistakes.
Gives unconditionally.	Helps you.
Invites you over.	Just be with you.
Keeps you close to heart.	Loves you for what you are.
Makes a difference in your life.	Never judges you.
Offers support.	Picks you up.
Quits your fears.	Raises your truth.
Says nice things about you.	Tells you the truth.
Understands you.	Values you.
Walks beside you.	Explains things you don't understand.
Yells when you won't listen.	Zaps you back to reality.

B. Put true (T) or false (F), and then correct the false sentences.

1. A friend who gives unconditionally is generous. (   )
2. A talkative friend is the one who tells you the truth. (   )

C. 1. Answer the question.

How would you like your friend to be? (Put the qualities in order, the most important first)

2. Compare your answer with a partner.

D. Which letters stand for these qualities? (More than one answers if possible)

___________ stands by you.
___________ doesn't expect anything from you.
___________ doesn't talk about you behind your back.
___________ gives you advice.

Language Function

A. Complete the conversation.



Students 1: How long have you known Khalid/Mursal?

Students 2: ____________________________.

Students 1: Are you close friends?

Students 2: ____________________________.

Students 1: What is he/she like?

Students 2: ______________________________.

Students 1: He/She seems to be___________.

Students 2: ____.

Students 1: ________________would you like to meet him/her?

Students 2: ____.

C. Choose the correct reply or completion.

1. Have you ever used sign language? a. Have you? b. I have some. c. Yes, I have.	2. I love to watch the rain. a. It is so beautiful. b. It is noisy. c. We get very wet.
3. What can we do about land pollution? a. Pollution is a big problem. b. We plan to throw less garbage. c. Scientists promise to find solutions.	4. How long have you known your friend? a. I have two friends. b. Since 2001. c. Yesterday.

Speaking

In groups: Discuss about how to reduce the pollution from our environment.

Listening

A. Listen to your teacher while he/she is reading the text, and then give your ideas about the reducing pollution.

Reducing pollution is important in the world today because many big cities and even smaller towns in many places are suffering from the effects of pollution.

There are many ways you can help to reduce pollution and make the earth a better place for the coming generations.

Planting plants and trees is a great way that helps to reduce the amount of carbon dioxide, a greenhouse gas, into the air.

Turn off the lights whenever you leave a room and do not leave the water running when you are washing dishes or brushing your teeth. Do not use sprays because these can contain ingredients that can be harmful to the ozone layer and the air quality.

Reducing pollution can be done by switching to alternative and renewable energy sources like bio fuels instead of relying on non-renewable fossil fuels that are only helping pollute our environment. Bio fuels and other alternative energy sources are cleaner and more environmentally friendly, but until these technologies are widely used, conserving energy should be practiced in order to minimize pollution and your impact on the earth.

B. Write the ideas of your classmates and then tick to show if you agree or disagree.

ideas	agree	disagree
	☐	☐
	☐	☐
	☐	☐
	☐	☐

Grammar

Underline the correct form of the verbs between brackets.

1. My grandmother (lived- has lived) in a tent when she was young.
2. Now she (live – lives) with us in the city.
3. My grandmother does not like to use modern inventions.
4. She (did not wash – has never washed) her clothes in a washing machine.
5. She (likes – liked) washing them by hand.
6. In the past, she (makes – made) her coffee in the open.
7. She (has never watched – didn't watch) TV.
8. She (has listened – listened) to the radio only.

Vocabulary

Nouns

Ozone
Refrigerator
Conditioner
Ray
Town
Ingredient
Fuel
Fossil
Impact
Layer

Verbs

Surround
Protect
Crop
Suffer
Hole
Recognize
Release
Damage
Believe
Encourage
Forgive
Raise
Effect
Amount
Spray
Contain
Rely

Adjectives

Generous
Talkative
Noisy
Alternative

Adverbs

Instead

Unit 9

Inventions

At the end of this unit, you will be able to:

- ask about how something works.
- give instructions.
- Listen comprehensively for specific information.
- read comprehention.
- describe objects, using more than one adjective.
- write about an invention.



Discussion

- **What do you think about the greatest invention?**
- **How has it made life easier for people?**
- **Which of the above inventions have you used?**
- **Which one do you think is the most important? The least important?**

Conversation

A. In pairs: Practice the following conversation with your partner.

Student 1: Can you please show me how to use the new photocopying machine?

Student 2: Sure. Start by pressing the switch to turn on.



Student 1: OK.

Student 2: Then, put the paper you want to copy on the glass copy board facing down.

Student 1: Then, what?

Student 2: Lower the cover, press the keys to enter the number of copies, and then push the start button. It'll start copying.





B. How important is it to learn about new inventions?

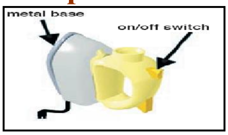
Grammar

By+ Gerund	
How do I start the photo copier?	**By pressing** the power button, switch to turn on.
How do I turn off the flashing light?	**By pressing** the green button.

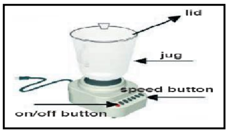
A. Match the sentences in A to B, using By + Gerund.

1. You can start a car… a) push the stop button.
2. Turn off the tape recorder… b) lower the temperature of the AC.
3. You start a blender… c) turn the ignition key.
4. An electric kettle works… d) plug the blender in.
5. You can cool a room… e) press the on button.

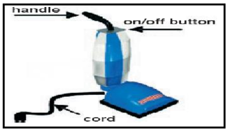
B. In pairs: Ask about how to use these inventions.



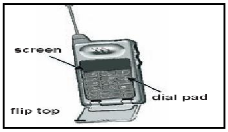
Iron



Blender



Vacuum cleaner



Cell phone

Listening

Listen to your teacher while he/she is reading the text, and then write the correct word in each sentence.

There are several methods of transport, but when was each method invented?
The first method of transport was of course, walking, but about 40,000 years ago, some Indonesian natives made a boat and sailed from one island to another. For centuries, man sailed the seas using only the power of the wind. Then in 1775, JC Perier invented the steamship. Steam also powered the first train. In 1830, George Stephenson drove his engine, called the Rocket, along a track and the Railway Age began. Just nine years later, in 1839, a man called Macmillan invented the bicycle. Fifty years after that, in 1888, Karl Benz invented the motor car. So now man could move quickly on land and in the sea. Finally, at the beginning of the 20th century, in 1903, the Wright Brothers conquered the air. Their plane, called Flyer, flew a distance of 35 meters and went down in history.

a. A captain is a person in charge of a ship or boat.
b. A __________ is someone who rides a bicycle.
c. A ___________ can go straight up and down.
d. My favorite method of __________ is train.
e. I've no idea who the ___________________ of the bicycle was.
f. The bus stopped to let ______________ off.

Unit 9 Lesson 2

Vocabulary

A. Name the categories each group of words belongs to. Then, give an example for each word in the list.

________	________	________	________	________
Long	Small	Tool	Metal	Rectangular
Short	Big	Device	Paper	Square
	Large	Appliance	Plastic	Round
		Machine	Cloth	Curved
			Glass	Oval
			Leather	
			Cotton	
			Wood	
			Rubber	

B. In a single sentence, describe the inventions in the pictures, using the adjectives above in the following order.

1 Size ► 2 (Length) ► 3 Shape ► 5 Material ► 6 (Type)







____

____

____

____

____

C. In pairs: Compare answers.

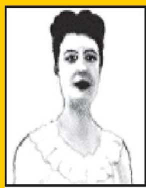
Reading

A. Can you name some women inventors?

WOMEN INVENTORS

You will probably find it difficult to name any. Why is this? Weren't women interested in science? The answer is that, in the past, women were not allowed to patent their invention. Until the mid-19th century, anything a woman owned or invented was legally her husband's. For this reason, many female inventors throughout history have been forgotten or ignored although their inventions are used every day.

Although hundreds of important women could be named, here is a brief look at a few.



Bette Nesmith Graham

Liquid paper was the invention of Bette Nesmith Graham. In an effort to cover her typing mistakes, she painted over them with a bottle of white paint and a watercolor brush. By 1956, Graham's invention gained so much popularity, that four years later she sold her company to Gillette for $47.5 million.



Grace Murray Hopper.

Few people have done as much to change the world as Grace Murray Hopper. In her work with the first computers, she put us on the way to making computers available to everyone. In 1952, she invented the first computer compiler. She was the first person to receive the Computer Sciences Man of the Year Award 1969.

B. Write out the main ideas of the above article in your notebooks.

C. Summarize the article.

Conversation

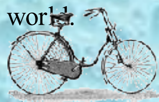
A. In pairs: Practice the following conversation with your partner.

Student 1: Do you know that there are over a billion bicycles in the world?
Student 2: Sorry? How many bicycles are there?
Student 1: One billion. It says here that Kirkpatrick Macmillan invented it in 1839.
Student 2: Pardon? When did he invent it?
Student 1: In 1839. But it seems that first Leonardo da Vinci drew a picture of a bicycle more than 300 years earlier after that he invented it.
Student 2: Who drew a picture of a bicycle?
Student 1: Da Vinci, D-A V-I-N-C-I. He was a painter and an inventor from Italy. Good heavens!
Student 2: What is its speed?
Student 1: Apparently, the speed record for a bicycle is 268 kilometers an hour.
Student 2: Sorry? How many kilometers an hour?
Student 1: Two hundred and sixty-eight kilometers an hour.
Student 2: Are you sure?
Student 1: Absolutely. According to this, he was riding behind a car.
Student 2: Maybe. But you shouldn't believe everything you read on the web.
Student 1: Then, in 1980s it was developed and finally it became everybody's transport tool.

A. Read the conversation again and complete the following sentences.



There are over_______ bicycles in the world.



The bicycle was invented by Kirkpatrick Macmillan in _________.



Leonardo________, the famous Italian painter, drew a picture of a bicycle in 1493.

The speed record for a bicycle is _________ kilometers an hour.



Grammar

Sequence Adverbs
First, Da Vinci drew a picture of a bicycle. After that, Kirkpatrick Macmillan invented it. Then, in 1980s it was developed. Finally, it became everybody's transport tool.

A. **Rearrange the steps for scanning a photo then, complete the instructions with sequence adverbs:**

1. ______________, push the scanner button to choose the scanning option you want.
2. ______________, press the main power on.
3. ______________, press the start button to start scanning.
4. ______________, lay your picture facing down on the scanning bed line.

B. In pairs: **Take turns giving instructions on how to use the following inventions**:

- a blender - a computer - a washing machine

Writing

A. **Are you an inventor? Think of a useful object you can invent for home or school.**

Name the object, describe it and give instructions for using it. Complete the web.

Name of the Invention

What does it look like?

____
____
____
____
____

What can it do?

____
____
____
____
____

How do you use it?

____
____
____
____
____

How can it help people?

____
____
____
____
____

B. **Write a paragraph in your notebook about your invention.**

Phonic

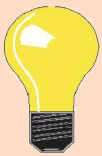
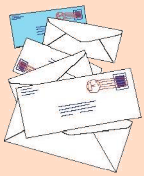
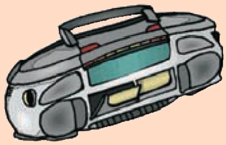
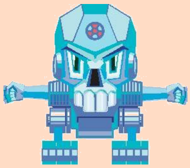
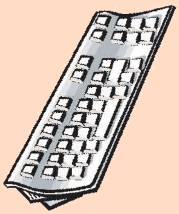
Syllables

One-syllable words: boat, print, press
Two- syllable words: ma/chine, pa/per, di/al.
Three- syllable words: tel/e/phone, com/put/er

Rule

Words are made of small parts called syllables. Each syllable has one vowel sound. A word can have one or more syllables.

A. Listen to your teacher, while reading the following words, repeat after him/her.

			
Bulb	**Letters**	**Recorder**	**Button**
			
Robot	**Elevator**	**Medicine**	**keyboard**

B. Read the following words. Decide if the words have one, two or three syllables. Write each word in the correct column.

file, floppy, engine, laptop, wheel,
devices, light, cursor, invention, electronic

One syllable	Two syllables	Three syllables
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________

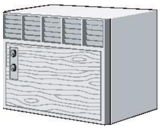
Unit 9 Lesson 4

Grammar

By + Gerunds	
How can we start a photocopy machine?	**By pressing** the start button.

Sequence Adverbs
First, start the computer and plug in the flash disc.
Then, open the file you want to save.
Next, click the file icon on the screen.
After that, choose "save as".
Finally, click removable disc.

A. Name the inventions below. Write sentences about how we use each one.

1. 

2. 

3. 

4. 

Speaking

In pairs: Play "How does a _______ work?".

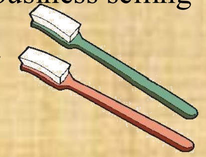
Reading

A. Read the text.

Great Little Inventions

Most people believe that only a genius can invent, but that's not always true. Many of the tools and products, we use in our daily life, were invented by ordinary people who were driven by either necessity or need.

William Addis, a man from London, had an idea while he was cleaning his teeth with a piece of cloth. He took a small bone, made tiny holes in it, and then put small broom bristles in the holes. He started using it whenever he wanted to clean his teeth. Soon, he set up a business selling these new toothbrushes and made a fortune.



We are all familiar with the sticky little squares of colored paper. These are usually used to leave messages and mark places in books. These self sticking notes were invented in 1968 by a chemist called Art Fry. By 1980, Fry convinced ZM Glue Company to manufacture the pads that he invented. Fry made a fortune through his simple invention.



You can be an inventor, too. Just keep looking around you for ideas. Remember, all it takes is one good idea. Think about simple things people need or dislike doing and try to come up with a solution. Your solution may become a useful invention and who knows; maybe one day you will become a famous inventor.

B. Tell the main idea of the text.

C. Paraphrase the main ideas of the text in your notebooks.

D. Summarize the text in a piece of paper.

Vocabulary

Nouns

Instruction
Ignition
Blender
Kettle
Vacuum cleaner
Steamship
Track
Device
Appliance
Effort
Broom
Fortune

Verbs

Press
Conquer
Curve
Patent
Gain
Compile
Ignite
Bristle
Convince
Manufacture
Pad

Adjectives

Specific
Legal
Brief
Genius
Ordinary

Adverbs

Legally
Apparently

Unit 10

Cultures

At the end of this unit, you will be able to:

- talk about different customs all around the world.
- use expressions in different occasions.
- ask about appropriateness and expressing obligation.
- write a friendly letter.







Discussion

A Mazari Wearing Chapan







Greeting by shaking hands

- What do these pictures represent?
- Why do you think, people in different countries have different customs?
- Name two festivals and two occasions that people celebrate in your country.

Conversation

A. Pairwork: Practice the following conversation with your partner.



John: I could hardly recognize you Omar. Are these your national clothes?
Omar: Yes, it's Chapan which we wear on formal occasions It's called long coat.
John: What's that on your head?
Omar: It is a Qaraqul hat which is made of kip.
John: So, is today a special occasion?
Omar: Yes, it's Eid-Al-Fitr.
John: What is Eid-Al-Fitr?
Omar: It's the day when Muslims celebrate the end of Fasting (Ramadan month).

B. How do we show respect for other people's customs?

Grammar

Relative Clauses

Who /that is for people.
An Indian is a man **who /that** is from India.
Which /that is for things.
Namaste is a greeting which /that represents the Indian culture.
When is for time.
Eid Al-Fitr is the day **when** Muslims celebrate the end of fasting.
Where is for place.
Mazar-e- Sharif is the place **where** Janda Bala festival takes place.

A. Complete the sentences with suitable relative pronoun. (who, that, which, when, where)

1. Afghanistan is a big country__________ I attended a wedding in Kandahar.
2. For example, people__________ live in Southern region have their own customs.
3. I remember the time__________ various customs are seen.
4. Many of the guests were wearing Chapans__________ were made of silk and cotton.
5. The nice things were flowers __________ were used for decoration.

B. Make sentences using the following words. Use relative clauses. Share your ideas with the class.

Eid Al-Addha	Mazar-e-Sharif	Qaabeli (rice)	Henna	Mullah (imam)

Listening

A. Listen to your teacher, while he/she is reading the following article.

WEDDING CUSTOMS

Weddings are different from country to country. They are also different from how they were in the past. In the past, weddings in many countries took place over several days. Now few people have weddings like that. People often don't have the time or money to take days to get married. In Mazar-e-Sharif and Herat, some people even get married in group ceremonies where hundreds of people get married at once. We will look at some of the more traditional wedding customs.

Wedding is important to the bride and groom and also to their families. Because of this, traditional weddings have many ceremonies that include the couple's families and friends. In Afghanistan, the bride's hands and feet are often decorated with henna. This is to make her beautiful and also bring her luck and in some parts of the country the bride wears white clothes to symbolize purity. In Morocco, the groom's friends carry him, in a special chair, to the barber's shop for a haircut and the bride's mother-in-law welcomes the bride to her new home with milk and dates. In some parts of the country the bride's relatives dress like the bride so that evil spirits will not be able to find her and bring her bad luck.

Weddings are happy occasions for all the people in the family.

Food is an important part of the celebration. The parents of the bride and groom invite friends and relatives for big meals.

Vocabulary

A. Match the expressions below with the occasions in the pictures.

Happy Eid Congratulation Get well soon Thanks for coming

Best of luck It's lovely, thank you

I was sorry to hear………..



Eid Mubarak



Engagement



Wedding



Graduation



Birthday



Illness

B. In pairs: Think of two customs for each occasion in your region or province.

Reading

A. How does learning about other cultures make you a better person?

Different Customs

Each society has its own customs, beliefs and behaviors. Communicating in a foreign language is not just a matter of using correct grammar and vocabulary. It is also a matter of understanding other cultures and traditions. We need to understand and respect other customs, no matter how new or strange they may seem.

Differences are seen in many aspects of daily life such as: greetings, dining, clothing, ceremonies and many other things.

Here are some customs from different parts of the world;

- **In the Middle East**, you must take off your shoes before entering someone's house.
- In Afghanistan, people spend at least five minutes saying hello to each other.
- In Britain, the weather is usually the topic of conversation between strangers.
- In Japan, it is a custom to clean the house and water the garden when having a guest.
- **In France**, people don't sit down until they have shaken hands with every one they know.
- **In the USA**, it is normal for men to shake hands when they meet, but it is unusual for them to kiss each other.
- **In Germany**, few days before the wedding, friends and relatives bring old porcelain to throw on the ground in front of the bride and groom. This is supposed to bring them good luck.

B. Read the article. Check True or False. For the false statements, give the correct information.

1. American men kiss while greeting. ( )
2. Afghanis take a few minutes to greet. ( )
3. In many Gulf Countries, people leave their shoes outside the house.( )
4. People all over the world have the same customs. ( )
5. In Britain, strangers like to talk about their families. ( )
6. We should accept other people and their customs. ( )

C. Summarize the text.

____

____

____

______________________________.

Conversation

A. **Pair work: Practice the following conversation with your partner.**



Student 1: I'm leaving for Parwan tomorrow and I want you to tell me about their customs.
Student 2: Sure. What do you want to know?
Student 1: How to greet people?
Student 2: Just shake hands. They usually kiss or hug.
Student 1: Should I take a gift if someone invites me to his house?
Student 2: Yes, I think you should, and remember to arrive on time.
Student 1: Would I have to ask my host if I wanted to take a friend along?
Student 2: Yes, you definitely should.
Student 1: I'll try to remember that.

Grammar

Asking about appropriateness	Expressing obligations
Should I take a gift?	**Yes**, I think you definitely should. **No, I don't think** you should. **Yes**, I think you should.
Would I have to ask my host…?	**Yes**, I'm sure it would be fine. **No, I don't think** it would be a good idea.

A. **Ask about appropriateness of the following customs. It is true. Why? It is false. Why?**

1. Offering dates and coffee to guests in Saudi Arabia. __________
2. Eating with chopsticks in a Chinese household. __________
3. Arriving late for a party in most parts of the world. __________
4. Wearing saris in India. __________
5. Serving afternoon tea in Britain at 2 p.m. __________
6. Wearing shoes inside houses in Afghanistan. __________

B. **In pairs: Take turns to ask and answer the questions you have formed above. Check the answers with your teacher.**

Writing

A. A friendly letter.

Part	Letter
Greeting	Dear Ramish,
Body	I arrived in Qataghan (Northern part of Afghanistan) two days ago. It's really beautiful. People here are kind and generous. I like their strong green tea with mint. You know. It's a custom here to serve it everywhere and all times of the day. I also love their food, especially Qabeli Uzbaki and du Piaza. It was interesting to see some people wearing their traditional Gopecha. I bought one for Dad. I'll tell you more when I get back home.
Closing	Best regards,
Signature	Yama

Closing

Your friend, (to a friend)
Love, (to a special friend or relative)
Best regards,
Sincerely, (in a business letter)
Your cousin, (to a cousin)

B. A friend is planning to visit your country. In your notebook, write a letter telling him/her about the customs related to two of the following points.

Suitable clothes	greeting people	giving presents
Wearing traditional clothes	table manners	

Phonic

Syllables 2

- **How to divide words into syllables.**

Rule

A word with one vowel sound has one syllable and cannot be divided.

boat – cup – hip

In a word with two syllables, when two consonants come between two vowels, divide the word into syllables between the consonants.

Six/teen – plen/ty

- **Read the words below. Draw a line to divide the word into syllables.**

1. million	17. number
2. member	18. flight
3. picture	19. problem
4. problem	20. island
5. healthy	21. doctor
6. court	22. album
7. live	23. running
8. main	24. happy
9. English	25. dinner
10. thing	26. farmer
11. days	27. practice
12. wear	28. younger
13. fault	29. breakfast
14. bowl	30. person
15. coffee	31. airport
16. feel	32. garbage

Grammar Summary

Asking about appropriateness / Expressing obligation						
Should	I	**have to**	take a gift?	**Yes,**	I think	you **should**.
Would				**No,**	I don't think	

Relative Clauses	
Mosque is the place	**where people go for pray.**
A match maker is a person	**who /that arranges marriages for others.**
Pencil is the thing	**which /that the children use to write with.**
Ramadan is the month	**when all Muslims fast.**

Complete the sentences with relative pronouns.

1. I come from a country _______________ has a great history.
2. I don't like people ______________ don't respect their culture.
3. The tenth of Dhul Hejja is the day ___________ Muslims celebrate Eid Al Addha.
4. In Afghanistan, Shabe Henna is the night before wedding _________ a bride puts henna.
5. An engagement is a party ___________ relative and friends are inviting.
6. Soup is an appetizer ______________ people drink before meal.

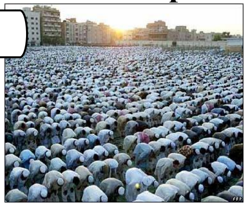
Speaking

In pairs: Talk about different customs around the world that you know about.

Student A: Talk about the customs of Afghanistan.
Student B: Talk about the customs of your province.

Vocabulary

Match the occasions to the pictures.





a. Engagement **b. Wedding**







b. Birth day **d. Eid** **e. Graduation**

Listening

Listen to your teacher while he/she is reading sentences from the box, and check the acceptable behaviors in your culture.

	Acceptable	Unacceptable
1. Shaking hands when greeting friends.		
2. Asking older people for their age.		
3. Inviting new neighbours.		
4. Being on time.		
5. Talking a lot during eating.		
6. Visiting a friend without calling earlier.		
7. Pointing at people while talking.		
8. Blowing your nose in public.		
9. Bargaining while shopping.		
10. Wearing everyday clothes to school.		

Vocabulary

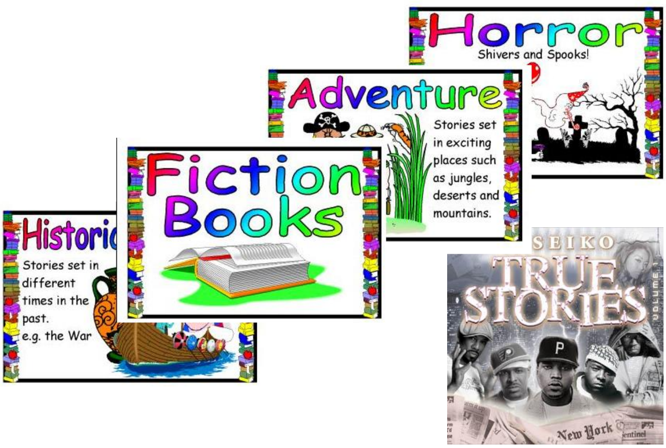
Nouns	Verbs	Adjectives	Adverb
Culture	Express	Appropriate	Fast
Custom	Celebrate	Definite	Definitely
Wedding	Vary	Foreign	
Expression	Carry	Strange	
Obligation	Entering		
Ceremony	Serve		
Tradition	Fault		
Bride	Arrange		
Groom	Shake		
Meal	Blow		
Congratulation			
Region			
Behavior			
Communication			
Porcelain			
Court			
Bowl			
Farmer			
Mosque			
Appetizing			
Engagement			
Neighbour			
Fast			

Unit 11

Stories

At the end of this unit, you will be able to:

- Use past continous tense in sentences.
- summarize a story.
- narrate a story.
- write a narrative story.



Unit 11 Lesson 1

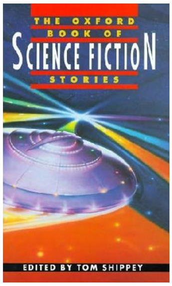
Discussion



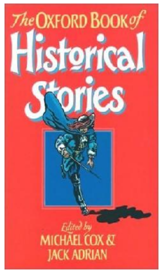
Horror



True

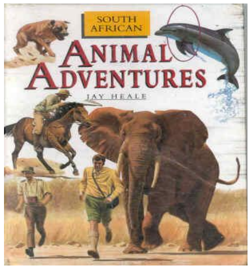


Science Fiction



Historical fiction

- What type of stories are these?
- Which type do you like (the most/the least) Why?
- Who is your favorite author?
- What type of stories does he/she write?
- What does a book cover tell you?



Adventure

Conversation

A. Pair work: Practice the following conversation with your partner.



Student 1: What were you doing at the bookshop yesterday?
Student 2: I was looking for an interesting adventurous story.
Student 1: Did you find any?
Student 2: No, I didn't. Do you like adventurous stories?
Student 1: Yes, but I prefer horror stories.
Student 2: They're too scary for my liking.
Student 1: Do you like comedies? I can lend you one.
Student 2: No, thanks, I think I'll stick to adventurous stories.

B. Do you make time for reading everyday? What do you read?

Grammar

Past Continuous	
What were you **doing** at the book shop at 6 o'clock?	I **was looking** for some adventurous stories.
Where **was** he **waiting** when you **saw** him?	He **was waiting** in the bookstore.
Were you looking for some stories in the library?	Yes, I **was**. / No, I **was not**.

A. Complete the following paragraph, using the past continuous:



Yesterday the school library was very busy. Several students ____________ (stand) in a queue to borrow some books. Others ____________ (sit) around a big table reading some books. The teacher ____________ (speak) quietly to some students. I ____________ (look) for my friend, Ramin. I thought he ____________ (read) there, but I couldn't find him.

B. In pairs: Ask your partner about some of the things he/she was doing yesterday at certain times.

Listening

Listen to your teacher while he/she is reading the story, and then write the main idea of the story.

MOUNTAIN STORY

"A son and his father were walking on the mountains. Suddenly, his son fell and hurt himself. He screamed: "AAAhhhhhhhhhhh!!!" To his surprise, he heard the voice repeating, somewhere in the mountain: "AAAhhhhhhhhhhh!!!"
Curious, he yelled: "Who are you?"
He received the answer: "Who are you?"
And then he screamed to the mountain: "I like you!"
The voice answered: "I like you!"
Angered at the response, he screamed: "Coward!" He received the answer: "Coward!"
He looked to his father and asked: "What's going on?"
The father smiled and sayid: "My son, pay attention."
Again the man screamed: "You are a champion!"
The voice answered: "You are a champion!"
The boy was surprised, but did not understand. Then the father explained: "People call this ECHO, but really this is LIFE. It gives you back everything you say or do .Our life is simply a reflection of our actions. If you want more love in the world, create more love in your heart.
If you want more competence in your team, improve your competence. This relationship applies to everything, in all aspects of life; Life will give you back everything you have given to it."

YOUR LIFE IS NOT A COINCIDENCE. IT'S A REFLECTION OF YOU!"

Unit 11 Lesson 2

Vocabulary

A. **What do you usually find on a book? Write the letters in the boxes below.**

a. front cover	b. title	c. author/s	d. back cover
e. table of content	f. illustration	g. revised by	



B. **Read the title and table of content. What type of a book do you think it is? Choose an adjective from the box to describe it.**

useful	boring	exciting	sad	funny	interesting	silly

C. **In pairs: Name two books for each adjective. Why?**

Reading

A. How often do you read novels? Name some writers you like.

B. Read the summary of the story of David Copperfield which was written by Charles Dickens, a famous English writer.

David Copperfield

David Copperfield is the story of a boy whose father died six months before his birth. At first David lived happily with his mother and his beloved housekeeper, Peggotty. Later, David's mother married Edward Murdstone, who was very cruel and used to beat David a lot. Once, while the stepfather was beating him, David bit his hand. After that, Murdstone sent David to Salem House Academy boarding School where he hardly received any education. At the school, David became friend with Tommy Traddles and James Steerforth.

Due to the cruelty of the Murdstones, David's mother and her new-born baby died. After the funeral, Murdstone decided to send David to London to work in his warehouse. In London, David lived comfortably with Wilkens and Emma Micawber.

During his stay, David remembered that his mother had talked about an aunt who lived near Dover. One day, David decided to go to his aunt, so he walked from London to his aunt's cottage in Dover. After meeting David, aunt Betsey adopted David and sent him to Dr. Strong's school, one of the best schools in Canterburry. There, he received a good education and lived with Mr. Wickfield and his daughter Agnes.

After finishing school, David left Canterbury for London and decided that he wanted to become a lawyer. He trained at Mr. Spenlow's office, where he met Spenlow's beautiful daughter, Dora. David married Dora, but few years later she died. Soon after, David met his school friends again, but after a series of events his friend Steerforth drowned.

Driven by sadness, David left to Switzerland, hoping to find comfort in the wild beauty of the Alps. While living there, Copperfield worked on his book and sent it to Traddles, who published it. Three years later, David Copperfield decided to go back to England.
He married Agnes and later became a successful novelist.

D. Put the following events in order.

	David's aunt adopted him and sent him to a good school in Canterburry.	________
	David's stepfather sent him to a boarding school.	________
	David wrote a book and his friend published it.	________
	David's mother got married to Edward Murdstone.	________
	David worked at a lawyer's office in London and married Dora.	________
	David's friend died and he went to Switzerland.	________
	David's mother died and he was sent to work in London.	________
	David's first wife died.	________
	David became a famous novelist.	________
	David married Agnes.	________

E. Summarize the text.

____

____

____

____

____

____

____

Conversation

A. Pair work: Practice the following conversation with your partner.



Reporter: Hello Mr. Hasib. Can you tell us about your adventure on the Jungle?
Hasib: It was really frightening.
Reporter: What did you do?
Hasib: I was trying to take a closer shot of the cubs when I saw the lion coming towards me ready to attack.
Reporter: What happened next?
Hasib: I ran as fast as I could.
Reporter: Who saved you then?
Hasib: A tour guide. As I was running, a car with a group of tourists saw me and helped me to get on the car.

Grammar

When / While / As
We were trying to take a closer look **when we saw** the lion.
While we were trying to take a closer look, **we saw** the lion.
As I was struggling, the tour guide **shot** the lion.

A. Complete these sentences, using the past continuous or the past simple tense. Then, compare with a partner.

1. In April 1912, while the Titanic ______________ (cross) the Atlantic to the U.S.A, it ___________ (hit) an iceberg.
2. While workers ______________ (work) in a cloth factory in Mumbai, they _____________ (find) a 10-meter snake, hidden under a pile of clothes.
3. A policeman _____________ (be) shot yesterday morning while he ___________ (arrest) a 25-year-old man for robbing the supermarket.

B. Narrate a story that you have read or heard to your partner. Use: when, while and as.

Writing

A. Read David Copperfield again. Fill in the graphic organizer with information from the story.

Title

Problem

Characters

Event (1)

Event (2)

Event (3)

Solution

B. Now think of a story or a real incident and write information about it.

Title

Problem

Characters

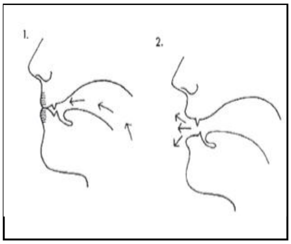
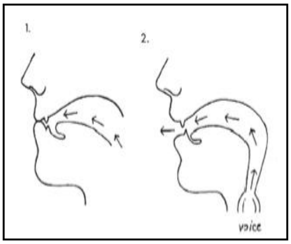
Event (1)

Event (2)

Event (3)

Solution

Phonic

P	B
	

P B

A. Listen and repeat.

P	B	P	B
Pat	Bat	Puck	Buck
Pin	Bin	Peach	Beach
Pear	Bear	Poppy	Bobby
Pond	Bond	Cap	Cab
Pack	Back	Cup	cub

B. Listen to the teacher while he/she is reading the words, circle the sound you hear.

			
P B	P B	P B	P B
			
P B	P B	P B	P B

C. Listen to words again, and make a sentence for each word.

Grammar Summary

<table>
<tr><th colspan="5">Past Continuous</th><th colspan="4"></th></tr>
<tr><th colspan="5">Questions</th><th colspan="4">Answers</th></tr>
<tr><td rowspan="2">What</td><td>were</td><td>we
you
they</td><td rowspan="2">doing</td><td rowspan="2">there?</td><td>I
He
She
It</td><td>was</td><td>looking for</td><td>mystery stories.</td></tr>
<tr><td>was</td><td>he
she</td><td>We
They
You</td><td>were</td><td></td><td></td></tr>
<tr><td>Were</td><td>you
they
we</td><td rowspan="2">looking for</td><td rowspan="2" colspan="2">something in particular?</td><td rowspan="2">Yes,
No,</td><td>I
he
she
it</td><td colspan="2">was
wasn't</td></tr>
<tr><td>Was</td><td>he
she
I
it</td><td>you
they
we</td><td colspan="2">were
weren't.</td></tr>
</table>

When / While /As
My brother **was passing** by **when** he **saw** the flame coming out of the window.
While firemen **were trying** to save people, my brother and other civilians **helped.**
As I **was buying** a book, I **met** a friend.

Join the sentences, using: when/while/as and the correct form of the verb brackets:

1. Your friend (call). You (sleep).

____

2. He (fall) asleep. He (study).

____

3. I (take) this photograph. I (visit) the Museum last summer.

____

4. My grandmother (tell) us stories. We (visit) her.

____

5. Karim and his brother (study) abroad. They (take) English courses.

____

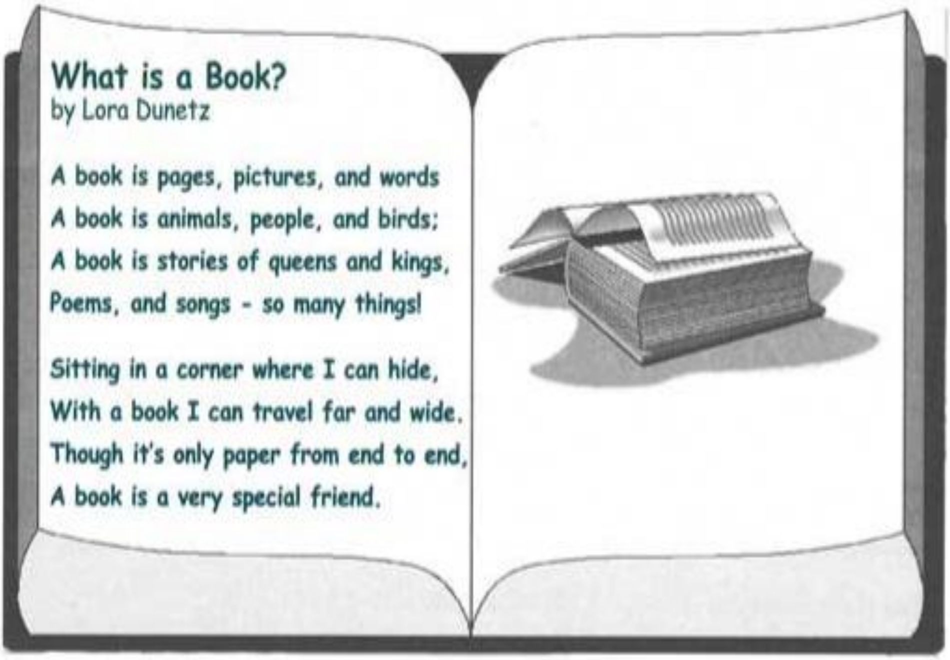
Unit 11 Lesson 4

Speaking

In groups of 4: Tell one of your childhood stories, and then compare whose story is the most interesting.

Reading

A. Read the poem then do the tasks.



1. The author of this poem is: ______________________________.
2. In the poem, the author draws a similarity between reading and
    a. hiding
    b. sitting
    c. traveling
3. The poet considers a book to be like a ______________________.
4. What do you consider the book to be like? ________________ .
5. The author used many words to describe a book. In your opinion the book is like:
    a. a welcome guest.
    b. an unwanted guest.
    c. an accepted guest.

Vocabulary

Nouns	Verbs	Adjectives
Horror	Yell	True
Fiction	Response	Scary
Non fiction	Anger	Surprising
Scream	Echo	Exciting
Champion	Apply	Silly
Reflection	Revise	Cruel
Competence	Adopt	Civilian
Aspect	Drown	
Coincidence	Publish	
Content	Attack	
Illustration	Struggle	
Funeral	Pin	
Cottage	Pack	
Cub	Bin	
Event	Consider	
Pond	Reflect	
Puck	Compete	
Cab	Scream	
Similarity		
Opinion		
Author		

Unit 12

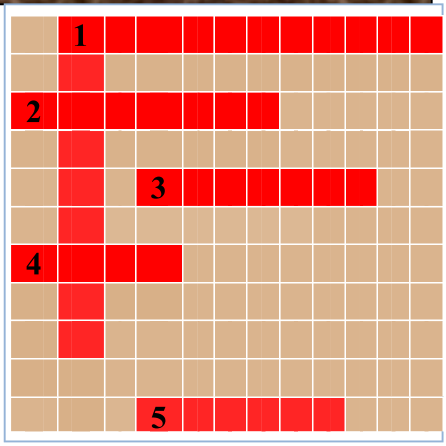
Revision

Unit 12 Lesson 1

Vocabulary

Fill in the blanks with the given words. Then copy and complete the puzzles in your notebooks.

book, boat, custom, stories, traditional, married , transport



Down:

1. The first method of _______________ was walking.

Across:

1. __________ weddings have many ceremonies that include the couple's families and friends.
2. People often don't have the time or money to take days to get ___________.
3. A book is _______ of queens and kings, poems, and songs – so many things.
4. If we look in to a _______, we can find on its front cover,, back cover, title, illustration, table of content, authors / revised by…
5. In Japan, it is a _________ to clean the house and water the garden when having a guest.

Listening

One of your classmates is going to go to Pakistan. He is asking you and about the customs there. Listen to their conversation and tick the appropriate response for each social obligation.

Custom	Probably should	Probably shouldn't	Definitely shouldn't	Definitely should
Dressing up formally. (Suit and tie).				
Wearing perahan and tunban.				
Criticizing Pakistani culture.				
Asking personal questions.				
Taking gifts.				

Language Function

In Groups: Choose the most appropriate responses.

1. Would I have to wear a Chapan and Qaraqul hat on formal occasions in Mazar-e-Sharif?

a. Yes, you definitely should.
b. Chapan come in different styles.
c. I'd like to know more about customs.

2. How can I turn off the light?

a. By pressing down the switch on the wall.
b. No, you can't turn it off.
c. By opening the door.

3. What's a festival?

a. It's nice to have festivals all year around.
b. It's when people celebrate special occasions.
c. There are many festivals in Mazar-e-Sharif.

4. You missed the TV Program! What were you doing?

a. My brother didn't watch the program either.
b. I was teaching my brother when it started.
c. We will watch it tomorrow on TV.

Speaking

In pairs: Name your traditional occasions that you know, your partner should choose one of them and give information about it to you.

Conversation

Ramesh is telling Yama about the fire.
Complete the following conversation with your partner and then practice it.



Ramish: Do you know what happened?

Yama: No, ______________________.

Ramish: There was a big fire across the street.

Yama: How did you know?

Ramish: I was passing by when ____________________________________.

Yama: Did anyone get hurt?

Ramish: Yes, many were injured while _______________________________.

Yama: How awful! Were you just watching?

Ramish: Actually, I ____.

Yama: Thanks Allah you're safe.

Speaking

In groups: Talk about the firefighters. Discuss how they put out the fire and what they do while the fire is blazing?

Reading

A. Read the following passage carefully and tell its main idea to your partner.

YOUR ID, PLEASE.



Look at the identity card at the top of the page. Does any of this information define someone's true identity? It is traditions and customs that make up a true identity, not names, figures of faces.

The differences between cultures are narrowing. Trends started in the West are immediately accepted in the East. Young people from different countries are becoming more alike. They wear the same clothes, have the same haircuts, listen to the same type of music and eat the same type of food.

Throughout the ages, people have fought to keep their identity. However, nowadays teenagers refuse to lead the slow quiet lifestyle of their older generations. They are turning their backs on culture and traditions. Sociologists fear that the day when the societies will lose their identity is not far.

Following other cultures will only make you a follower not a leader. Leaving your traditions behind makes you a slave to others. This will make you lose your individuality and thus your freedom. So, be proud of your culture and traditions. Be an independent person.

B. Summarize the above passage in your notebooks.

Grammar

A. Number the steps for sending an e-mail in the correct order.

- ☐ Send the message. Click the "Send" icon.
- ☐ Type the subject of the e-mail. Click the mouse in the subject text box.
- ☐ Type the e-mail address in the "TO" text box.
- ☐ Open your e-mail. Click the appropriate icon.
- ☐ Type your message in the message window.
- ☐ Use the keyboard.



B. Rewrite steps, using: (by + gerund) and sequence adverbs.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Speaking

In pairs: Choose one of the following items and talk with your partner about that, (how to use)

Washing machine | Cell phone | Copier | Vacuum | Iron

Writing

A. Read the story silently.

WHAT DOES MANSOOR DIG UP



Mansoor was cleaning the garden; he tried to think about the money he was making. His mother had promised to pay him 200 Afghanis to clean the garden. He also knew it would take him along time to save money for buying a bike. There must be a faster way to make money. He said to himself. As he was digging, his spade hit against something hard. He put his spade down and started digging with his hands. Something was down there. It was a metal box. Excitedly, Mansoor pulled the box out.
He opened the lock. Inside was money, lots of money. There was also a note. He read: Return this money, and you will have a greater reward! Bring it to the middle of the forest. There is a room. Knock it once.
Why should he do that? This was more than enough money to buy his bike. He knew he should probably return the money, but that was the problem. Everyone knew that nobody lived there, the old room in the middle of the forest.

B. It is your story!

Write an ending for the story where Mansoor decides what to do. Do you think he should return the money? What will happen to him at the middle of the forest? Can you make it exciting, funny or a little scary? Have fun, finishing the story and be creative!

Unit 12 Lesson 4

Vocabulary

Name four items for each topic bellow.

Inventions : ____________ ____________ ____________ ____________

Types of stories: ____________ ____________ ____________ ____________

Materials : ____________ ____________ ____________ ____________

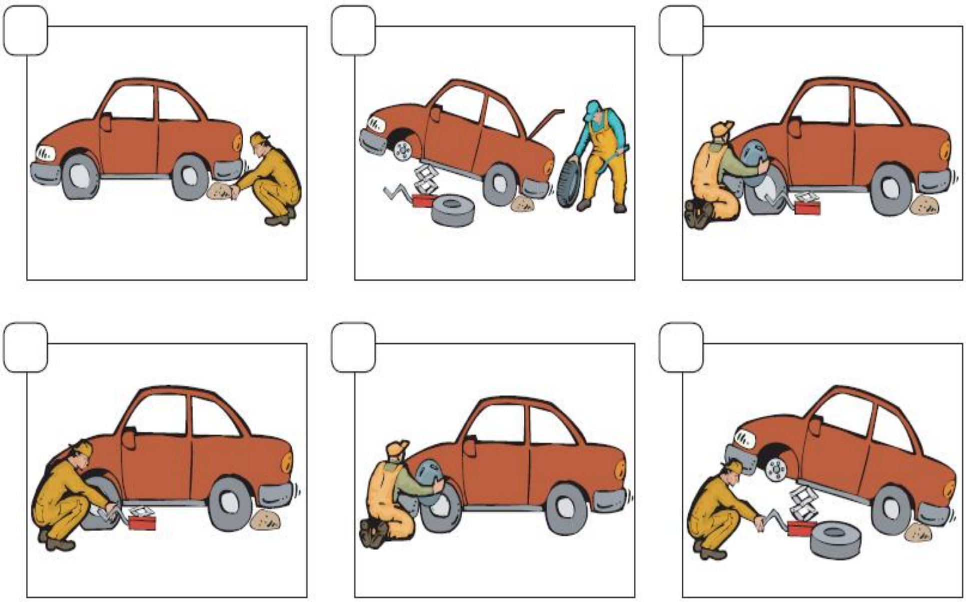
Famous writers: ____________ ____________ ____________ ____________

Famous poets : ____________ ____________ ____________ ____________

Occasions : ____________ ____________ ____________ ____________

Listening

One of your classmates will give instructions to your classmates on how to change a flat tyre.
Listen to him/her carefully. Number the pictures according to the order of instructions, given.



Grammar

A. Make sentences, using the relative pronouns: which, who, where and when.

Example: Kabul – four million people live.
Answer: Kabul is the city where around four million people live.

1. Chinese – invented paper

   ____

2. Thomas Edison - invented the light bulb

   ____

3. Mazar-e-Sharif – New year festivals are held

   ____

4. The wheel – changed people's lives

   ____

5. Hajj – make pilgrimage to Makkah

   ____

B. Complete the sentences with true information about yourself. Use the past simple and the past continuous.

- During my elementary school, ______________________
- While ______________________________________
- When I ______________________________________
- Two weeks ago __________________________________

Speaking

In pairs: Follow your partner's instructions and make a short story.

Vocabulary

Nouns	Verbs	Adjectives	Adverbs
Flat	Include	Style	Across
Puzzle	Define	Awful	Formally
Method	Figure	Narrow	Immediately
Identity	Trend	Proud	
Teenager	Refuse	Material	
Generation	Digging	Creative	
Sociologist	Marry		
Society			
Follower			
Leader			
Slave			
Garden			
Metal			
Forest			
Pilgrimage			
Spade			

Unit 13

Healthy Food

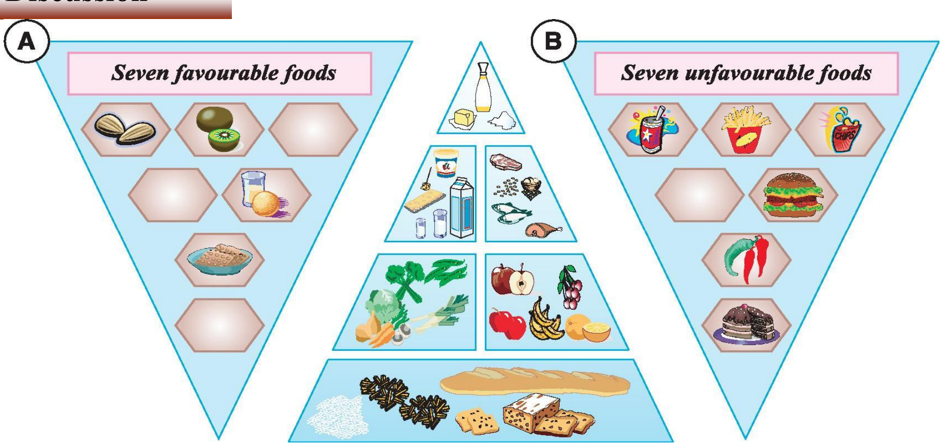
At the end of this unit, you will be able to:

- make, accept and refuse requests.
- complain, apologize and give excuses.
- listen for concept.
- write a recipe.



Unit 13 Lesson 1

Discussion



- Do you eat more of the foods in A or B?
- Why are the foods in B unhealthy?
- Can you name the different groups of the food pyramid?
- Study the food pyramid and find out if you are having a healthy diet.

Conversation

A. In pairs: practice the following conversation with your partner.

Hashmat: I'm hungry. Would you mind stopping at a supermarket?
Father: No problem.
Hashmat: I'll just grab a bar of chocolate and a coke.
Can I get you something?
Father: No, thanks. I've already had my breakfast.
Are you going to have coke on an empty stomach? Why don't you have something healthier instead?



Hashmat: Like what?
Father: water. Here, try one.
Hashmat: Ummm, it's really good.
Father: And it's good for you.

B. Do you eat whenever you feel like or do you follow the Prophet's advice who says "do not eat until you are hungry? Why?

Grammar

Requests with modals	
Can I have a piece of cake? **Would you make me a sandwich please?** **Would you mind stopping by a supermarket, please?** **Can you get me some water?**	**Accepting** Ok. Sure, no problem. Of course / Definitely. No problem. **Refusing** I'd like to, but… Sorry. / I'm sorry, I can't.

A. In pairs: Complete the conversation.

A: ……………………………… B: Sorry, the supermarket I'm going to, doesn't have a bakery.	A: Would you make me a sandwich, Please? B: …………………………………… ……………………………………
A: Could you get us some more water, please? B: ……………………………… A: Oh, and would you mind bringing a clean towel, as well?	A: ……………………………… ……………………………… B: No problem, but I don't have their phone number.

B. Class activity: Ask your classmates to help you:

- Read a label or packet.
- Find low-fat cheese.
- Cook a large meal.
- Set a table.
- Make a carrot cake.
- Plan a healthy meal.
- Steam vegetables.
- Wash dishes.

Listening

A. Suhail has gone to see a doctor because he has a weight problem. Listen to the conversation and complete the following chart with foods Suhail usually eats.

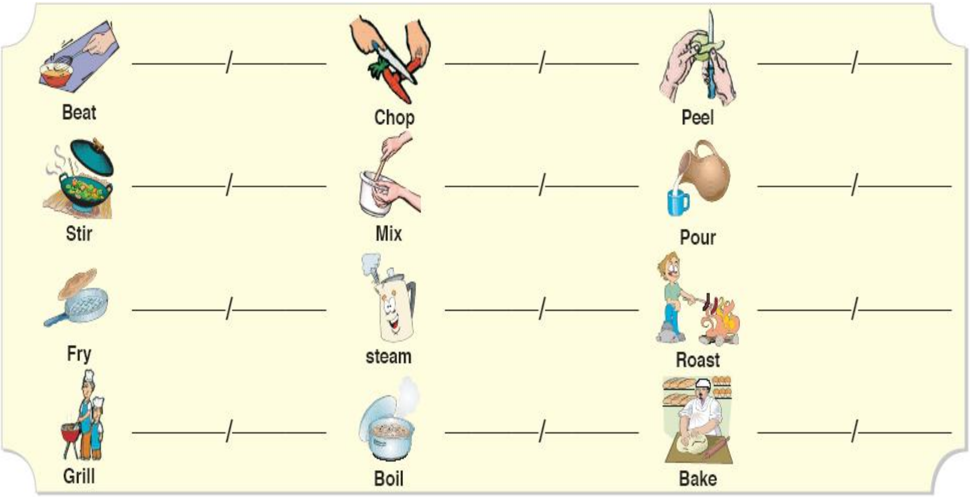
Suhail: Excuse me doctor! I have a weight problem, my weight increases day by day.
Doctor: Ok, I will check, first I want to ask you some questions. Try to answer me correctly.
Suhail: Yes, doctor, I will.
Doctor: Tell me about the foods you eat in breakfast, lunch and dinner.
Suhail: Well, in breakfast two glasses of milk with cake and slices of bread.
In lunch, fried food, rice, potato, bread … etc.
In dinner, rice with meat, fresh fruit, a can of cola, tea.
Doctor: Hmmm that is why you're over weighing; all the foods that you eat are full of cholesterols, carbohydrates and proteins. Now carefully listen to what I say!
Get up early in the morning, and walk for thirty minutes and perform out door sports. Don't eat any cookies and cake for breakfast, no any at all. In lunch and dinner, no foods which are full of cholesterol such as rice, potato, bread etc.

		Why?
Breakfast		
Lunch		
Dinner		

B. Now write why these kinds of foods are not good for Suhail.

Vocabulary

A. These are methods of preparing and cooking food. Write two kinds of food for each method.



Mix together the beef, onion, garlic, salt and pepper.

Let set 30 minutes to mix flavors. Form into 16 oval balls. String 4 on skewers alternating with a quarter of onions, a quarter of green peppers and cherry tomato on each skewer.

Grill about 5 minutes until browned, turn and grill other side. Served with spiced brown rice and a large piece of the flat Afghan bread.

B. What is your favorite dish? Tell a friend how to cook it. Use the above words.

My favorite dish is ________________. You'll need

____________ and ________________ First, _______________

the __________________. Then, ____________. After that,

____.

Unit 13 Lesson 2

Reading

A.
- Do you think the food we eat affects our health? How?
- When you feel sick or tired, do you relate it to the food you eat?
- What does the proverb “Prevention is better than cure” mean to you?

TEEN HEALTH

What do you think, a teenager at your age are suffering from fatal diseases? Unhealthy eating habits and lazy lifestyle are the answer. The food most teenagers normally eat is high in cholesterol, salt and sugar. High intake of Cholesterol and fats block the arteries. Similarly high amount of salt in food causes high blood pressure.

Looks scary? Not if you watch your diet. One way to watch our diet is to read the labels on the packets. They tell you what each food contains, so that you can choose the food with less fats and salt. Substitute fat foods for food rich in vitamins and minerals such as vegetables and fish. Snack on fruits instead of chips. Drink fresh juice instead of fizzy drinks. Add honey and fresh salad to your diet; they make you feel fresh and energetic. Bake, grill or steam your food instead of frying or barbecuing.



It is important to lead a healthy life style. Do not miss breakfast. Balance the food you eat with physical activities like exercises and long walks. Most importantly, don’t overeat. Chew your food well and relax while eating.



Eat to feel good, look better, achieve more and stay healthy for longer.

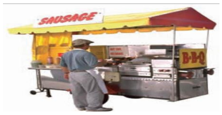
B. **Write the main idea of the above text in your notebooks.**

C. **Summarize the text in your notebooks.**

Conversation

A. Pairwork: Practice the following conversation with your partner.

Father: I hate to tell you, but the food in the canteen is unhealthy.
Principal: I'm sorry to hear that, but we sell freshly made beefburgers and a variety of juices.
Father: Yes, but the beefburgers have a lot of problems; they cook its chips in unhealthy oil, and also they don't wash its vegetables clean. The juice is not fresh. The canteen also sells Boolany which are full of oil.
Principal: You're right. We'll write to the responsible persons of canteen and ask them to make changes. If you have any other suggestions tell me please?



Father: You can ask them to use brown bread for the beef burgers and get fresh juice and low-fat yogurt.
Principal: We'll try. I hope this will change the students' eating habits.

B. When is it important to complain? When is complaining a must?

Grammar

Complaint	Apology	Excuse
- **I hate to tell you, but the food in the canteen is unhealthy.** - Excuse me but, **there's a fly in the chicken.**	**I'm sorry to hear that.**	But our hamburgers are freshly made. It may have flown in.
- I'm sorry to bother you**, but your juices are too sweet.**	**Sorry.**	Most of our customers like them sweet.
- I'm afraid you've broken my plate.	**I'm awfully sorry.**	It slipped.

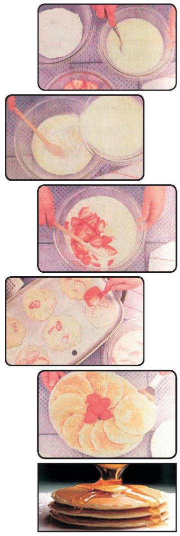
A. Match the complaints with the suitable excuses.

1. Oily fries	a. I didn't have time to heat it.
2. Overcooked rice	b. I forget to turn off the stove.
3. Cold soup	c. The orders must have been mixed up.
4. Well done steak	d. I didn't see it.
5. Spilled juice	e. May be the oil was not hot enough.

B. In pairs: Take turns making the above complaints, but give your own excuses. Use the proper expressions.

Unit 13 Lesson 3

Writing



A. Here is a recipe for making pancakes.

1. Number the steps for making pancakes.

Ingredients:
1 ½ cups of flour
1 ¾ cups of low fat milk
¾ teaspoon of salt
2 eggs
200 g. strawberry (sliced)
4 teaspoons of baking powder
3 tablespoons of vegetable oil
Method:

2. Complete the sentences with suitable sequence adverbs (First, Then, Next, After that, Finally.

☐ ………..... turn the pancake onto a plate.
☐ ………… mix salt, sugar and baking powder in a bowl.
☐ ………..... in another bowl, beat milk, eggs and vegetable oil.
☐ ………..... pour some honey or syrup over the pancake.
☐ ………..... heat a pan. Pour about 2 tablespoons of the mixture. Grill it on both sides.
☐ ………..... stir in the strawberry.
☐ …………. pour milk and the eggs mixture into the flour mixture. Stir with a wooden spoon to combine the ingredients.

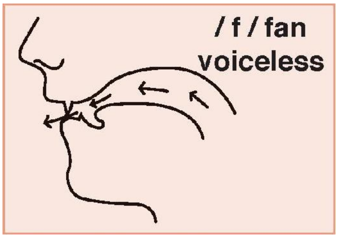
B. Complete the web for cooking your favorite dish.

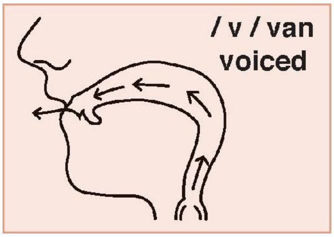
Name of the Dish

Ingredients	**Preparation**	**Cooking**
____________	____________	____________
____________	____________	____________
____________	____________	____________

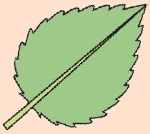
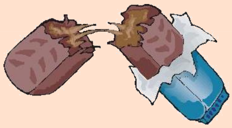
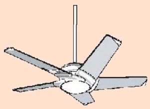
Phonic

A.





B. Listen to your teacher, while he/she is reading the following words and repeat after him/her. Your teacher will explain the differences between the pronunciation of (f and v).

			
Leaf	Leave	Vase	Face
			
Half	Halve	Fan	Van
			
Few	View	Veal	Feel

C. Complete each sentence with suitable words from the box.

Friends	**Gulghundi**	**Charikar**	**ourselves**	**February**	**view**

1. Last ____________, we went to ____________, a village in Parwan.
2. We lived in a ____________________ hotel which had a garden.
3. The rooftop restaurant had a beautiful ______________ of the city.
4. The weather was nice and warm and we enjoyed ______________.

Grammar Summary

Making Requests			Accepting	Refusing
Would you mind	cooking	the meat?	Sure, no problem.	**Sorry. Sure, but…**
Can you	buy	some bread, please?	Of course, Definitely.	
Would you	chop	the onions, please?	Sure. Ok.	
Could you	make me	a cup of tea, please?	No problem.	

Complaints		Apologies	Excuses
I'm afraid	**the food is not as good as usual.**	**I'm sorry to hear that**	**but our chef is sick.**
Excuse me, but		**Sorry.**	
I hate to tell you this, but		**I'm awfully sorry.**	
I'm sorry to bother you but			

A. Pair work: Complete the following conversation, and then practice it in front of the class.



Mother: Amina, this soup is really delicious.
Ahmad: But it's ______________________________.
Amina: Is it? Maybe because the A.C is on.
Could you __________, please? (request)
Ahmad: _______________, _________________. But it's salty, as well.
Amina: ____________________ (apology / excuse)
Mother: Could you stop complaining about the soup?
You can have something else. Here try the rice.
Ahmad: Uh, it's ______________________ (complaint)
Amina: Sorry, _______________________ (excuse) Mother: Ahmad you should be thankful and if you don't like the food, please have something else.

Speaking

In pairs: Do the "Health Diet" activity.

Student A:
You are a doctor. Look at your patient's information sheet. Ask him/her what he or she has for breakfast, lunch and dinner. Listen to him/her and request him/her to go on a diet in order to help overcome the health problem.

Student B:
Your doctor is going to ask you what you have for your meals. He/She is going to request you to change your diet. Accept or refuse politely.

Reading

Take a closer look at your eating

Do you	Usually	Sometimes	never
Choose healthy food when you eat?	○	○	○
Eat three main meals everyday?	○	○	○
Choose healthy snacks?	○	○	○
Eat a variety of foods?	○	○	○
Include two foods in your diet?	○	○	○
Do you			
Eat, at least, 6 servings of grain products daily?	○	○	○
Eat, at least, 3 servings of vegetables daily?	○	○	○
Consume, at least, 2 servings of fruits daily?	○	○	○
Go easy on higher-fat foods?	○	○	○
Go easy on sweets?	○	○	○
Drink 8 or more glasses of water daily?	○	○	○
Avoid drinking soft drinks daily?	○	○	○

Score yourself

Usually = 2 points **Sometimes = 1 point** **Never = 0 point**

If you scored ...	
24 or more,	You have healthy eating habits.
16 to 23,	You have good eating habits. A few changes will help you become healthier.
9 to 15,	Sometimes you eat smart, but not often enough to be your fittest.
0 to 8,	You need to change your eating style, check the table of Daily Serving above.

Vocabulary

Nouns	Verbs	Adjectives	Adverbs
Towel	Slice	Fatal	Concretely
Packet	String	Fresh	Politely
Cholesterol	Skewer	Few	
Onion	Quarter	Fizzy	
Pepper	Grill		
Garlic	Spice		
Salt	Substitute		
Flavor	Bake		
Oval	Barbecuing		
Cherry	Balance		
Proverb	Achieve		
Prevention	Relax		
Diet	Hate		
Vitamin	Slipped		
Mineral	Omit		
Snack	Combine		
Energy	Bother		
Variety	Request		
Yogurt	Chew		
Pancake	Prevent		
Flour	Stir		
Milk	View		
Strawberry			
Sequence			
Stir			
Voice			
Leaf			
Vase			
View			
Veal			
Half			
Apology			
Peace			

Unit 14

On the phone

In this unit, you will learn how to:

- report the telephone message.
- make, accept and refuse invitations.
- listen for details.
- write a text message.



Unit 14 Lesson 1

Discussion

- Ask (for/about) someone
- Make invitations
- Make reservations
- Place orders



- Talk to someone
- Send faxes
- Check time
- Make an appointment

- How can you find someone's telephone number?
- Do you think there are people who abuse the phone?
- Is using the phone a skill? How?
- What do you say to make (a reservation/ an appointment) or place an order?

Conversation

A. **Pairwork: Practice the following conversation with your partner.**

Student 1: Hello Ramin, How are you?

Student 2: I'm fine. Listen, are you doing anything next Friday?

Student 1: No, I don't think I will have some plans.

Student 2: Good. I'd like you to come to my brother's graduation party.

Student 1: Where's it going to be?

Student 2: At my house. Oh, your brother is invited as well.

Student 1: Sorry. I don't think he can acept it. He has a math test on Saturday. I'll tell him anyway.

Student 2: Too bad. See you on Friday.

B. **Why is it important to speak politely on the phone?**

Grammar

Invitation	Replies	
	Accepting	Refusing
Could you come to my brother's birthday?	Sure. Yes, I'd love to.	I'm sorry. I have to…
Would you like to come to my house?	I'd love to.	I'm afraid I can't. I've got to…
I'd like you to come to my brother's party.	Sounds great.	I'd like to, but…
	Sure.	Sorry, I have other plans.

A. Make invitations for the following occasions. Then, choose a suitable reply.

1. ________________________________ my brother's wedding?
   a. Not now, thank you.
   b. Sorry I forgot.
   c. I'd love to.
2. ________________________________ our house?
   a. That's Ok.
   b. I really can't.
   c. Not really.
3. ________________________________ lunch with me today?
   a. That's fine.
   b. That would be nice.
   c. I'm late.
4. ________________________________ our graduation party?
   a. I'm sorry, I really can't.
   b. That's a good idea.
   c. I don't like parties.

B. In pairs: Go around the class, inviting your classmates to a Party / an exhibition / a lecture / a game of football / basketball etc. Accept or refuse your classmates' invitations.

Listening

Draw the following table in your notebooks, and then listen to four pairs of your classmates while they are inviting each other. Tick to show acceptance or refusal. Also check whether the invitation is formal or informal.

	Accept	Refuse	Formal	Informal
First pair				
Second pair				
Third pair				
Fourth pair				

Vocabulary

A. Read the group of expressions below. Choose a suitable title from table for each group, then write it on the green line. (use a pencil)

Starting a phone conversation	Ending a conversation	Solutions
Problems getting through	Asking for someone	Asking who is on the phone

1. * ____ :
   Hello.
   Good morning! / Good afternoon!
   This is Fatana Hashimi.
   Fatana Hashimi speaking.



2. * ____:
   _______ Who's speaking?
   _______ Who's calling?
3. * ____:
   _______ (Can / Could) I speak to Mr. Sabiri, please?
   _______ Mr. Sabiri, please?
   _______ Is Mr. Sabiri around?
4. * ____:
   _______ The line's busy.
   _______ There's no reply.
   _______ Sorry, wrong number.
   _______ I'm sorry Mr. Waheedi is out at the moment / isn't in today / is on another line.
5. * ____:
   _______ I'll ring him / her back later.
   _______ Could you ask him/her to call me?
   _______ Can I take a message?
   _______ Dial number …….
   _______ Hold the line, please.
   _______ Hang up and try again later.
6. * ____:
   _______ Thank you. Good bye.
   _______ Thank you for your help.
   _______ Thanks for calling.
   _______ I look forward to (seeing you / hearing from you) soon.

B. The above expressions are either used by the caller, the receiver or both. Read them then write (c) for the caller, (r) for receiver or (b) for both next to the number.

C. In pairs: Make up a phone conversation (asking for someone, making a doctor appointment, an invitation, a hotel or a plane reservation.)

Reading

A. Read the following passage and then answer the questions.

WHO'S IN CONTROL?



Telephones are probably the most important communication tools of all times. People can use them almost anytime and anywhere. They can be used in the house, in the car, in the office and even on the street. Today, telephones do not only allow voice communication, they are also important for emails, messages, web browsing and more. This has made the telephone a time wasting tool as well. Therefore, it is very important to use it wisely. Here is some advice.

1. **Use** the phone only when there is a need. Keep in mind that phones are not for entertainment.
2. **Limit** your calling time. Remember that the listener's time is just as important as yours.
3. **Be specific.** Explain the reason for your call and avoid long introductions.
4. **Avoid** talking to other people while you're on the phone.
5. **Don't** answer the phone while munching food. This will force you to repeat whatever you have said.
6. **Use** answering machines. They are very useful. They receive all your calls, then later on in your free time, you can return the call you wish.

Use the telephone wisely. Remember when you're talking on telephone, you should be in control.

- Do you spend too much time on the phone?
- Can you think of some tips to spend less time on the phone?
- When should you use the telephone?
- Why is the phone important?
- Where can you use the telephone?

B. Write the main idea of the passage in your notebooks.

____

____

____

C. Write a summary of the passage in your notebooks.

Conversation

A. Pair work: Practice the following conversation with your partner.



Receptionist: Good afternoon, Bakhtar Institute. Can I help you?
Hashmat: Yes. Can I speak to Mr. Elham, please?
Receptionist: I'm sorry. He's not available at the moment. Would you like to leave a message?
Hashmat: Yes, my name's Hashmat Shams. I'd like to register for an English course this summer. Could I have his phone number, please?
Receptionist: Sorry, I have to ask him first.
Mr. Elham: Any messages for me?
Receptionist: Yes, Mr. Hashmat has just called. He says he'd like to register for the English summer course. He also wants to know if he can have your phone number.
Mr. Elham: No problem. I'll give it to him.

B. Why is it important to give a clear message?

Grammar

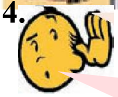
Reported Speech (1)Reporting Questions	
"Can I have his phone number?"	He wants to know if / whether he could have your phone number.
"When are you coming back?"	He wants to know when I was coming back.

A. Pair work: Read these statements, and then report them.

1. 
Can you transfer the call?

2. 
Do you know his e-mail?

3. 
When is he leaving?

4. 
Do you hear me clearly?

Writing

A. Pair work: Write answers in your notebooks for each question.

- What are phone messages?
- How do we write phone messages?

B. Read the following situation, then complete the conversation below.

You are calling your doctor, but he/she is not in. You will leave a message with the nurse. Follow this outline to make sure that the person who receives your message has all the information he/she needs.

1. Say who you are …….	This is ……..
2. State the reason for calling:	I'm calling to …
3. Make a request:	Could you… / Would you …?
4. Leave your phone number:	My number is …
5. Finish:	Thanks a lot, bye. / I'll talk to … later, bye.

Nurse: Hello. **Dr. Ansari's clinic. Can I help you?** ________________

You: ______________________________

Nurse: ______________________________

You: ______________________________

Nurse: ______________________________

You: ______________________________

Nurse: ______________________________

You: ______________________________ ________________

Tips for leaving a message

- know exactly who you want.
- Know what you want to say.
- Know expressions for leaving messages.
- Speak slowly and clearly.

C. The following page from a message pad, gives you an idea about what to write when taking a message. Use the conversation above to write a message for Dr. Ansari.

To: ______________________________

From: ______________________________

Date: ______________________________

Time: ______________________________

Phone: ______________________________

Message: ______________________________

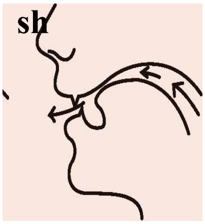
____

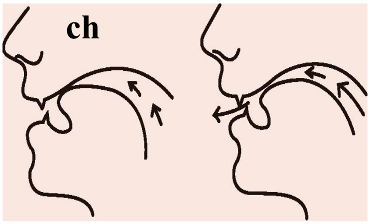
Taken by: ______________________________



Unit 14 Lesson 4

Phonic





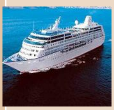
A. Listen to your teacher and repeat the words after him/her.

Ch	Sh
Chair	Share
Chin	Shin
Chew	Shoe
Chips	Ships
Cheat	Sheet

B. Listen to your teacher while he/she is reading the words. Circle the sound you hear.

			
Ch Sh	Ch Sh	Ch sh	Ch Sh
	?	“……”	
Ch Sh	Ch Sh	Ch Sh	Ch Sh

C. Circle the name of the picture.

	Shower Child Shoe		Sheet Chip Cheese		Sheep Catch Watch		Fashion Beach Catch
	Catch Cherry Shelf		Shampoo Clash Ship		Share Chalk Cheap		Shade Watch Match

Grammar Summary

Invitation		Replies		
		Acceptance	Refusal	
I'd like you to	come to my wedding.	**Sure.** **I'd love to.** **Sounds great.**	**I'm sorry** **I'm afraid I can't** **I'd love to but** **Sorry. I can't**	I have to I have got to I have other plans.
Would you like to **(Could / Can) you**	come to my wedding?			

Reported Speech		
Yes, No Questions		
"**Do** you **have** anything on Monday?"	**He wanted to know**	**if I had** anything on Monday.
"**Does** she **know** the place?"	**They wondered**	**if she knew** the place.
WH Questions		
"**What** is the occasion?"	**He wanted to know**	**what** the occasion was.
"**Who** is calling?"	**We wanted to know**	**who** was calling.

Refuse the following invitations, giving excuses. Then, report them.

1. Caller: Would you like to attend my brother's wedding?
   ____ (Refuse)
   ____(Report)
2. Caller: Do you think you can come to my house today?
   ____(Refuse)
   ____(Report)
3. Caller: Would you like to have lunch with me today?
   ____ (Refuse)
   ____(Report)
4. Caller: Could you come to my party?
   ____(Refuse)
   ____ (Report)
5. Caller: Would you like a ride home?
   ____ (Refuse)
   ____ (Report)

Listening

Yama can't do his math's homework. He wants to talk to Fawad. Fawad's father answers the phone. Listen to two of your classmates while they are reading and number the speech bubbles. If they do it in a wrong way, yourself number them in the right order. (Use a pencil)

- ◯ Yes, he can. I'll tell Fawad when he comes home.
- ◯ Thank you, Mr. Khan. Bye.
- ◯ Oh, I see. Well, can he call me tomorrow morning?
- ◯ Hello, Mr. Khan. This is Yama Antezar. Can I talk to Ramish, please?
- ◯ Can he call me back later?
- ◯ Bye, Yama.
- ◯ Oh Yama, hello. I'm sorry. Fawad isn't in.
- ◯ No, I'm sorry, he can't. He's at Jamshid's house for a sleepover.
- ◯ Hello?

Vocabulary

Choose the correct answer.

1. The person who answers the phone in a company is a/an ....
   - ☐ caller
   - ☐ operator
2. If someone is on the phone, their line is ....
   - ☐ busy
   - ☐ full

3. The telephone that you hold in your hand is the ……

- [ ] hand
- [ ] receiver

4. You have to ……… a phone number to speak to someone on the phone.

- [ ] mark
- [ ] dial

Speaking

In groups: Do the "phone conversation" in your groups. Follow the instructions.

- You want to invite five of your friends to a dinner party. Write their names down in your notebooks.
- Call each of them to invite them. Give them the day and date.
- If they are free, they will accept, write (accept) next to their names.
- If they are not free they will refuse, write (refuse) next to their names.

Vocabulary

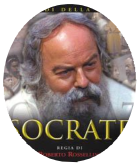
Nouns	Verbs	Adjectives	Adverbs
			Exactly
Reservation	Forgot (forget)	Wise	
Appointment	Browsing	Forward	
Graduation	Register		
Moment	Transfer		
Shower	Match		
Cheese	Attend		
Shelf	Operate		
Clash			
Bubbler			
Operator			
Detail			

Unit 15

People said

In this unit, you will learn how to:

- report what people said.
- listen for comprehension.
- read for concept.
- write a paragraph.







Discussion

Khwaja Abdullah "Ansari"



Five things are the signs of difficulties: ungrateful in time of bless, impatient in time of pain, disagreement in time of fate, indolence in time of service, disgrace in time of speech.



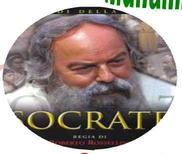
Muhammad (PBUH)

Seeking knowledge is incumbents on all Muslims.



Rahman Baba

If a rich man is proud of his wealth,
An expert has the treasury of his art.



Socrates

I can not teach any body any thing; I can only make them think.

- Who are the people in the pictures?
- What was each of them talking about?
- Do we learn from other people's experiences?
- Who is our greatest teacher? Can you report some of his sayings?

Conversation

A. In pairs: Practice the following conversation with your partner.

Father: Omar! You're still studying! You need to sleep. It's getting late.

Omar: I hope I get full marks. I want to be the best in class.



Father: Good, but it's not only your marks that'll make you the best. Prophet Mohammad (peace be upon him) said, "The best amongst you are those who have the best character".

Omar: What does it mean?

Father: You don't know its meaning? It means that people who have good manners and qualities are the best.

B. Which of the Prophet's saying do you follow all the time? Why?

Grammar

Reported Speech

Direct statements	Reported statements
"**I am trying** to work hard this week".	He said (that) he was trying to work hard that week.
"**We write** the correct answer".	They told me (that) they wrote the correct answer.
"She **has** big dreams".	She told me (that) she had big dreams.

A. Report the following quotes.

1. "I find that the harder I work, the more luck I seem to have." **Thomas Jefferson**

____

2. "90 % of our worries are about things that will not happen."**Margaret Thatcher**

____

3. "Women have the right to work, whenever they want, as long as they have dinner ready when you get home." **Laertius Diogenes**

____

4. "Everything is funny as long as it is happening to somebody else". **Will Rogers**

____

B. Rewrite the quotations in indirect statements.

Quotations of the Famous People

1. Speaking out against a despotic ruler is the greatest Jihad. (Muhammad (PBUH))
2. Educate your children according to the era that is coming after you. (Hazart Ali)
3. I find that the harder I work, the more luck I seem to have. (Thomas Jefferson)
4. Time is the most valuable thing a man can spend. (Laertius Diogenes)
5. When you teach a man, you teach an individual. When you teach a woman, you teach a family. (Van Harest)
6. Lay the foundation of your future today, don't wait for tomorrow; it may never come. (Anonymous)

Listening

Listen to your teacher, while he/she is reading the implications of the above mentioned quotations, then match them to their speakers' and write them down in your notebooks.

The implications

a. Importance of the freedom of speech. ☐
b. Importance of work. ☐
c. Importance of modern education. ☐
d. Importance of time. ☐
e. Importance of female education. ☐
f. Importance of making plan for future. ☐

Vocabulary

A. We can learn from quotes, sayings and proverbs about:

freedom of speech   wealth confidence   modern education
future success wisdom   household chore   motivation
happiness

B. Match the above words with the definitions below.

1. ______________________ Believe (trust) in oneself or others.
2. ______________________ to be rich.
3. ______________________ time to come.
4. ______________________ to give opinion about something in public.
5. ______________________ good way of thinking.
6. ______________________ nice enjoyable feeling.
7. ______________________ getting what you want.
8. ______________________ to provide the latest educational system for students.
9. ______________________ a moving power that makes a person act.
10. ______________________ live together and do house work regularly.

C. In pairs: Think of a quote, a proverb, or a saying. Say it to your partner. Ask him/her what it is about.

Reading

A. Discuss about the following questions in groups.

1. What are quotes?
2. What do we learn from quotes?

B. Read the following text about (what people said?).

PEOPLE SAID...



Often we hear people quoting words from a text or a speech. These words are a gist of life-long experiences and observations of famous, intelligent and wise people. They usually teach us important things about life. Here are some quotations that can make a difference in your life.

"It is really that the wine is not medicine, in fact it is a disease"

Prophet Mohammad P.B.H

"Discord is destroyer of the soul."

Hazrat Ali

"Don't make your self ungrateful for an invaluable thing."

Khwaja Abdullah "Ansari"

"First learn the meaning of what you say, and then speak."

Epictetus

"Anyone who has never made a mistake has never tried anything new."

Einstein

"Time is the most valuable thing a man can spend."

Laertius Kiogenes

"Study as if you were going to live forever; live as if you were going to die tomorrow."

John Dewey

"Every time you smile at someone, it is an action of love, a gift to that person, a beautiful thing."

Mother Teresa

"Friendship is one mind in two bodies."

Mencius

"Try not to become a man of success but rather to become a man of value.

Albert Einstein

C. Put the quotations under the following headings. Some quotations can go under more than one heading.

Future	Success	Wisdom	Friendship

D. Choose one of the quotes and write what you have learned from it.

Conversation

A. In pairs: Practice the following conversation with your partner:

Student 1: "Believe you can and you're half way there."
This quote is powerful.
Student 2: It was the title of the lecture I attended last week.
Student 1: It must've been interesting.
Student 2: The lecturer said that self-confidence was the most important thing.
Student 1: I read that confident people are happy about who they are.
Student 2: Exactly. He also told us that there were things we could do to build self confidence; do you want to know them?
Student 1: Sure. What did he say?
Student 2: He told us not to use "self-killer" phrases.
Student 1: "Self-killer phrases"!
Student 2: Yes, such as, "I can't", "I'm stupid" and so on. He also asked us never to give up.
Student 1: So, believing in you is the key of success.

B. How do you invest in yourself?

Grammar

Reporting commands and requests	
Direct Commands	**Reported Commands**
"**Get rid** of self-killer phrases."	He **told us to get rid of** self-killer phrases.
"**Don't use** killer phrases."	He **told us not to use** killer phrases.
Direct Requests	Reported Requests
"**Please**, be persistent."	He **asked us to be** persistent."
"**Could you tell me** more tomorrow"?	She **asked me to tell** her more the following day.
"**Please, don't** give up."	He **asked us not to give** up.

A. Decide if the following are commands or requests. Write C for commands and R for Requests. Then rewrite them in reported speech in your notebooks.

________ 1. "Could you try harder"?
____
________ 2. "Forgive many things in others; nothing in yourself."
____
________ 3. "Could you attend your lecture"?
____
________ 4. "Put your future in good hands- your own."
____

B. In pairs: Report the last two commands or requests that were given by your teacher/ father/ mother to your partner.

Writing

"Learn knowledge from cradle to tomb" **is a famous quote of the Prophet Mohammad PBUH. Think about this quote, whether you want to be an active or an inactive member of your society.**

Think about the mentioned quote and write a paragraph

Phonic

Plural

A plural is a word that means more than one.
Add s to most words to make them plural but

If the word ends in

- **X, ss, s, sh, ch** → **Add - es**
- **Consonant + y** → **Change y to i and add - es**
- **F (e)** → **Change f to v and add – (e)s.**

A. Read the rules above and look at the examples, then give the plurals of the following words in your notebooks.

1	Box	2	Hatch	3	Boss	4	Watch
5	Leaf	6	Wife	7	City	8	Thief
9	Potato	10	Tomato	11	Hero	12	Buffalo
13	Fly	14	Family	15	Baby	16	Pony
17	Glass	18	Star	19	Ape	20	Car
21	Story	22	Apple	23	Bus	24	Buzz
25	Half	26	Wolf	27	Life	28	Loaf
29	Month	30	Class	31	Fox	32	Couch

B. Rewrite the following paragraph, changing the nouns into plural.

I always spend one hour on my farm, on which there is a calf, a horse, a pony, and a turkey. Last Wednesday, I picked a daisy, a peony, a rose and a mango for my mother because she always bakes one loaf of bread and sends it to me.

Grammar Summary

Reported Speech				
"There are many quotes in the book."	He	said told me	(that)	there were many quotes in the books.
"My sister wants to become a teacher."	She			her sister wanted to become a teacher.
"We will learn a lot from the lecture tomorrow."	They			they would learn a lot from the lecture the following day.

Reporting requests and commands					
Direct commands and requests / subjects				Reporting verbs	Reported commands and requests
Could you	(Don't)	Repeat the lectures?	He	asked us	(not) to repeat the lectures.
Please			She	told us	
			They	ordered us	

Time expressions	
Direct speech	Reported speech
Today	That day
Tomorrow	The following day
This morning	That morning
Next week	The following week

A. Change the reported quotes into direct quotes.

1. He told us not to let life discourage us.

____

2. He asked us not to waste our time.

____

3. She told us to do what we could with what we had wherever we were.

____

4. They told us to deal with other people's faults as gently as we would with our own.

____

5. He asked us to begin each day as if it were on purpose.

____

Speaking

In groups: Discuss about these quotes.

- Some cause happiness wherever they go, others whenever they go.
- Nothing in life is to be feared. It is only to be understood.
- Education is the best provision for old age.

Writing

A. Choose a quote. Write it, write who said it, put it in reported speech.

The Quote:

Reported:

B. Write a short story around the quote.

Vocabulary

Nouns	Verbs	Adjectives	Adverbs
Fate	Sign	Ungrateful	Gently
Indolence	Disgrace	Impatient	
Statement	Pardon	Correct	
Wine	Get rid	Excellent	
Medicine	Lecture	Intelligent	
Discord	Ape	Valuable	
Knowledge	Coach	Persistent	
Hatch	Command		
Thief	Discourage		
Pony			
Loaf			
Buzz			
Calf			
Daisy			
Poeny			
Purpose			
Provision			
Patience			

Unit 16

Revision

Discussion

A. Make polite requests.

1. You are going to study. You want the children to make less noise.

___

2. You want your yonger sister to go shopping.

___

3. You want the reporter to bring his report.

___

B. Accept or refuse the following requests.

1. Can I have some tea, please?

___

2. Do you mind bringing me your book?

___

3. Would you mind explaining the simple present tense?

___

Writing

Think of a dish that you like and write down how to make it. In your notebook, try to make a drawing of your dish in the box or paste a picture.

Speaking

A. In groups of 3: Role play the situation below. Then, exchange roles.

Situation 1:

- You bought a ________ and you are not satisfied.
- You call to make a complaint.
- No one is available to talk to you.
- The receiver offers to convey the message to the manager.
- Leave a message, giving all the information you think is necessary.
- The manager arrives and the receiver reports the message.

Situation 2:

- You are the vice principal of a school.
- Call the parents of students to tell them about monthly gathering in school.
- The father is not there to answer your call.
- The older sister answers and offers to convey the message to her father.
- Leave a message with all the details you think are necessary.
- The father gets back home and the sister reports the message.

While you were out

To: ……………………………

Time: ………………………..

From: ……………………...

Phone: ……………………..

Message: …………………..

……………………………..

……………………………..

Take by: …………………..

Unit 16 Lesson 2

Vocabulary

A. Look at the pictures. Complete the table.

Name of food	Ingredients

B. Complete the sentences with the given words.

Transfer	Busy	Caller	Reply	Hang	Receiver

1. To answer a call means to ………..
2. To change from one line to another means to ………….
3. If you are on the phone. Your line is ………….
4. The person who makes the call is the ………..
5. When you put down the phone, it means you ……..up.
6. The person who answers the phone is the ……………

Speaking

In groups: **Play "Could you please………?"**

Listening

Listen to your teacher while he/she is reading the following telephone conversation and write down in your notebooks the message.

Father: Hello.
Shekeb: Hello. Is Yosuf there?
Father: No, he's just left.
Shekeb: This is Shekeb, Yosuf's classmate from school.
Father: Oh. Hi Shekeb.
Shekeb: Do you know where he went?
Father: He said: he was going to Gulbahar center to do some shopping.
Shekeb: Do you know when he'll be back?
Father: He said he would be back by 4 o'clock.
Shekeb: Can I leave a message?
Father: Yes.
Shekeb: Please tell him there's a party tonight. And if you could tell him to call me when he gets back?
Father: Sure. Does he know to get a hold of you?
Shekeb: I'm at Zadran Plaza in Kote Sangi right now. My number is 0700 xxx xxx.
Father: All right. I'll tell him that you have called.
Shekeb: Thanks a lot. Bye.

A message for you

To: ....
Date: ....
Time: ....
From: ....
Phone: ....
Message: ....
....
....
Taken by:

Language Function

Choose the best reply to the following.

1. Would you mind dropping me home today?
   a. Excuse me, but it's very late.
   b. No problem. It's on my way.
   c. We should go now.
2. I'd like you to attend my birthday party.
   a. Happy birthday.
   b. Yes.
   c. Sorry I can't.
3. Do you mind calling me later?
   a. Of course.
   b. Sorry. I'm busy.
   c. Sure, in a minute.

Grammar

A. Give suitable replies to the following invitations.

1. Could you come for lunch at my home?

   ____.

2. Would you like to go shopping with me?

   ____.

3. I'd like you to meet my family?

   ____.

B. Complete the following conversation.

Asma: Mom, Sara is on the phone. She wants to talk with you.
Mother: I can't talk to her now. I'm busy. I'll call her later.
Asma: Sorry, Mom says ________________________________.
Aunt Sara: No problem, just tell her to make me her delicious Nargis Kobab. I am having some friends for lunch.
Asma: Sara says ____________________________________.
Mother: I'd love to, but I have to visit your grandmother at the hospital.
Asma: ____.
Aunt Sara: Too bad. What about you Asma? Could you make it please?
Asma: ____.

Speaking

In pairs: Make a conversation that you want to invite your friend to ____________________.

Call him/her to invite him/her. Tell him/her the day and date.
If he/she is free, he/she will accept. If not, he/she will refuse.

In turns, every student should participate.

Writing

Some people do not use the phone wisely. Think of some of the problems that are often connected with the abuse of the phone. Choose one, and then complete the graphic organizer.

The problem	Possible Solutions

Reading

A. Identify the types of reading below.

April 1 – 2009

Dear Fahima,

I really had a great time at your house last week. Your friends were really nice and the food was great. I loved your Shami kebab. Thank you for inviting me.

Oranos

To: Surya From: Geeta

You Are Invited

To the end of my academic year party

On: Thursday August 10
From: 2 to 5

A Message for You

To: **Waleed**
From: **Zaid**
Phone: **0700 XXX XXX**
Message: **The volleyball match starts at 5 – I bought the tickets**
Taken by: **Hanif**

"Learn from yesterday, live for today, hope for tomorrow.
Anonymous
"Education is not preparation for life; education is life itself.
John Dewey

B. Look at the readings above and say if the following sentences are true or false.

1. Geeta's party is on a weekend.
2. Waleed is not interested in football.
3. Fahima makes good Shami kebab.
4. Anonymous said that learn from today, hope for tomorrow.
5. Guests should stay more than three hours at Geeta's house.
6. The volleyball game is free.
7. John believes that education is life itself.
8. Fahima's party was at Oranos's house.
9. Zaid has a telephone at home.
10. Oranos did not accept Fahima's invitation.

Speaking

Role play: Making complaints. You have taken medicine from the pharmacy, and the medicine that you have bought is out of date. So you come to the pharmacist to complain.

Vocabulary

A. What do the following talk about? Match the quotations with the topics.

1. Success _______ a. "Joy sneaks through a door you didn't know you left open."
2. Wealth _______ b. "Wherever you are. It is your friends who make your world."
3. Friendship _______ c. "Remember. There are no mistakes, only lessons."
4. Happiness _______ d. "The sign on the door to success says. 'PUSH'. "
5. Future _______ e. "If you can count your money, you are not a millionaire."
6. Education _______ f. "Be nice to people on your way up because you'll meet them on your way-down."

B. Who says these expressions?

1. Sorry, he is not in right now.
   a. Caller.
   b. receiver.
2. Good morning. Is this Kabul University?
   a. Caller.
   b. receiver.

3. Bakhter Institute. Can I help you?
   a. caller.
   b. receiver.

4. Hello, is this 0777 XXX XXX
   a. caller.
   b. receiver.

Language Function

Bilal is having lunch with his family. The problem is, he never stops requesting for things. Complete the conversation below with suitable expressions.

Bilal: Ahmad, could you pass me the salt, please?
Ahmad: ____.
Bilal: ____.
Ahmad: Sure. Here you are.
Bilal: Uhu Uhu. Water. I'm choking here. Can I have something to drink?
Naser: ____.
Bilal: Careful, you spilled the water all over me.
Ahmad: ______________________________. Are you ok now?
Bilal: Yes. But I need to dry myself.
Naser: ____.
Bilal: I'll get a towel myself. God you can't get any help in this house, can you?

Vocabulary

Nouns	Verbs
Organizer	Report
Pharmacy	Explaining
Noise	Paste
	Satisfy
	Arrive
	Gather
	Drop
	Mind
	Spill
	Choking